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USAID/ZAMBIA MISSION-WIDE YOUTH ASSESSMENT REPORT

September 23, 2016

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USAID's YouthPower Learning generates and disseminates knowledge about the implementation and impact of positive youth development (PYD) and cross-sectoral approaches in international youth development. We are leading research, evaluations, and events designed to build the evidence base and inform the global community about how to transition young people successfully into productive, healthy adults. PYD is defined by USAID as:

Positive Youth Development (PYD) engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.

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ACRONYMS AND ABBREVIATIONS

ASRH	Adolescent Sexual and Reproductive Health
AP-YEE	Action Plan for Youth Empowerment and Employment
ADH TWG	Adolescent Health Technical Working Group
CDCS	Country Development Cooperation Strategy
CEEC	Citizens Economic Empowerment Commission
CHAZ	Christian Health Association of Zambia
CRS	Catholic Relief Services
CSE	Comprehensive Sexual Education
CSO	Central Statistics Office
CSW	Commercial Sex Workers
DRG	Democracy, Rights, and Governance
DFID	Department for International Development
DREAMS	Determined, Resilient, Empowered, AIDS-free, Mentored & Safe
EU	European Union
FGD	Focus Group Discussion
FtF	Feed the Future
GBV	Gender-Based Violence
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit
GRZ	Government of the Republic of Zambia
IAPRI	Indaba Agricultural Policy Research Institute
IFAD	International Fund for Agricultural Development
ILO	International Labour Organisation
JASZ	Joint Assistance Strategy for Zambia
M&E	Monitoring and Evaluation
MCDSW	Ministry of Community Development and Social Welfare
MDG	Millennium Development Goals
MYSCD	Ministry of Youth, Sports, and Child Development
MSME	Micro, Small and Medium Enterprises
MWYA	Mission-Wide Youth Assessment
NAC	National AIDS Council
NEET	Not in Employment, Education or Training
NYP	National Youth Policy
OVC	Orphans and Vulnerable Children
PEPFAR	President's Emergency Plan for AIDS Relief (United States)
PPP	Public-Private Partnership
PSD	Private Sector Development
PYD	Positive Youth Development
R-SNDP	Revised Sixth National Development Plan
SAG	Sector Advisory Group
SIDA	Swedish International Development Agency
SRH	Sexual and Reproductive Health
STI	Sexually Transmitted Infection
SWAP	Sector-Wide Action Plan (UN System)
TVET	Technical and Vocational Education and Training
UNDP	United Nations Development Programme
UNFPA	UN Fund for Population Analysis
USAID	United States Agency for International Development
UNICEF	United Nations International Children's Emergency Fund
VCT	Voluntary Counseling and Testing
YALI	Young African Leaders Initiative

EXECUTIVE SUMMARY

The purpose of the USAID/Zambia Mission-Wide Youth¹ Assessment (MWYA) is to provide input to the Mission for its 2017-2022 Country Development Cooperation Strategy (CDCS), to serve as a point of reference for evidence-based interventions, models and approaches that may benefit current and future USAID/Zambia programming related to youth (defined as 10-24 year olds), and to consider the rationale, merits and possible framework of a Mission youth focus. The assessment team was asked to examine program challenges and opportunities, to review youth policies and strategies of the Government of the Republic of Zambia (GRZ) and other stakeholders, to ensure that the views of youth are fully considered and to make recommendations based on the findings of the team (see Scope of Work, Annex 12).

The assessment team used a qualitative and participatory research approach. It carried out a desk review of key policy, program and project documents. It used written interview questions (Annex 8) to help frame the discussions with stakeholders, convening more than 50 meetings in Zambia with USAID and USAID-funded project staff and with representatives of development partners, the GRZ, NGOs and youth-led organizations. The assessment team convened 25 Focus Group Discussions (FGDs) with youth and program implementers in five provinces. Two FGD teams (one male and one female) held FGDs by gender with youth aged 18-24. FGDs were held with youth program implementers to gain their insights about the views and needs of youth aged 10-17, in addition to those aged 18-24. See Annexes 6, 7 and 9 for details about the FGD methodology, guides, and protocol. The assessment team met with a large number of people (Annex 11) in a very brief period. However, the universe of stakeholders is very large and the team, with Mission guidance, had to prioritize among them. The FGD teams were constrained by being prohibited from speaking directly to youth aged less than 18 and by the need to rely on interpreters in some rural settings. Overall, the opportunity to conduct FGDs and meet with a broad range of stakeholders provided the team with valuable insights into the challenges and opportunities facing Zambia's youth.

USAID/Zambia-funded projects are designed to achieve three Development Objectives²: improve the enabling governance environment, reduce rural poverty and improve human capital. Projects are grouped within and managed by the four USAID Offices of Education; Health; Democracy, Rights, and Governance (DRG); and Economic Development. Youth are not an explicit focus of the current CDCS and there is no discussion of youth in the document as a cross-sectoral topic. However, the project portfolio as a whole has a strong impact on youth and contributes directly to achieving both the CDCS development objectives and key Millennium Development Goals (MDGs) that have been central to youth development: help Zambia to reduce extreme poverty and hunger; achieve universal primary education; promote gender equality; reduce child mortality; improve maternal health; and combat HIV/AIDS, malaria and other diseases. The project portfolio is well-aligned with the key goals articulated in Zambia's Vision 2030,³ (the country's long term aspirational development strategy), and in the Revised Sixth National Development Plan (R-SNDP)⁴ as well as with the 17 new UN-adopted Sustainable Development Goals (SDGs) that came into force on January 1, 2016. The SDGs build on the MDGs and set new targets for 2030 to reduce poverty and hunger, strengthen education and health, expand "decent work," promote gender equality and lessen inequality.

USAID/Washington, through the YouthPower agency-wide mechanism, has articulated a Positive Youth Development (PYD) framework focused on four domains that form the basis for youth to become healthy and thriving adults (see Annex 2). PYD focuses on developing 1) Assets (e.g., social, emotional and cognitive competencies); 2) Agency (e.g., the capacity to apply such assets via greater self-determination, a stronger sense of self); 3) Contribution (e.g., youth participation and leadership) and 4) the Enabling Environment (e.g., greater social capital, gender equitable norms, youth-friendly laws and services).

The PYD approach offers a framework for a holistic Mission PYD focus that could 1) harness the foundational psycho-social and behavioral benefits derived from strengthened PYD domains to youth development more broadly and 2) be intertwined with and facilitate a sustainable youth livelihoods strategy.

A PYD approach linked with private-sector driven economic value chains can, when combined, both motivate and reward youth, especially as they move into the 15-19 and 20-24 age cohorts. FGD participants often stressed their need to find work for themselves and their families, underscoring the critical need to link youth development (education, good health, positive attitudes and work readiness) with youth economic empowerment (formal and non-formal sector jobs and rural and urban income generation through micro, small and medium enterprise (MSME) development).

The USAID/Zambia Mission is already implicitly applying some PYD features. Therefore, a key question is whether an explicit PYD focus would add value and facilitate both targeting and the monitoring and evaluation (M&E) of development assistance aimed at youth. The assessment team found that a PYD focus could increase the impact of the USAID portfolio on youth now and during the next CDCS programming period. The challenge going forward will be 1) to identify and apply youth indicators across projects; 2) to align the youth approach with government policy and harmonize it with the youth strategies of other development partners; 3) to ensure effective collaboration among USAID-funded projects and 4) to engage youth robustly in the development and execution of a Mission-wide cross-cutting focus on youth.

The current USAID project portfolio also offers opportunities to increase its impact on youth by strengthening linkages among projects that already address youth needs. Specifically, USAID could:

Make youth an integrated cross-cutting theme

- Initiate regular joint meetings of selected project directors to consider how the notion of youth as a cross-cutting focus can become more than ad hoc supplemental activities initiated on a project-by-project basis in order to check off the youth box on a checklist of requirements.
- Consider, therefore, how to build inter-project synergies that yield increased impact on the targeted youth cohorts, especially how to drive the transition from PYD to economic empowerment within USAID's Youth in Development Policy⁵.
- Prepare a new CDCS with a holistic PYD approach as a major cross-sectoral focus. This would permit USAID to better measure the impact of the next CDCS on youth priorities and have the capacity to adjust the approach based on M&E feedback during the CDCS implementation period.

Identify current youth-specific activities and outcomes via M&E indicators

- Adopt key portfolio-wide PYD indicators for youth (See Annex 2).
- Require that all projects provide data for selected PYD indicators and other project-specific youth indicators.
- Analyze the evidence from those indicators for challenges and opportunities for inter-project synergy and complementary programming.

Collaborate with other stakeholders working on youth issues

- Leverage USAID/Zambia's convening power and support the creation of a stakeholders' advisory group on youth. This group could help determine how best to harmonize USAID's initiatives with the UK's Department for International Development (DfID), the UN Sector-Wide Action Plan (SWAP) initiative and other youth-focused donor strategies.
- Involve the GRZ fully to ensure alignment of a Mission youth strategy with the GRZ National Youth Policy (NYP) and Plan of Action⁶. (See Annex 4)

Once USAID has evidence from current projects of their overall impact on youth by age cohort and by type (e.g., gender, urban-rural, disability), USAID will then be better able to coordinate its overall approach to youth with those of other stakeholders. Such evidence could be generated by adopting core youth indicators (see Annex 2 and PEPFAR indicators for example) and requiring current and new projects to report on them. This would facilitate both harmonization of evidence-based youth aid and alignment with GRZ policies. The

aforementioned advisory group on youth could play a vital role since no one development partner is able to address fully the entire range of youth needs. Coordination will allow various stakeholders to work in those areas where they have a comparative advantage and/or dedicated funding.

Key Recommendations

This assessment recommends linking a PYD framework with economic value chains in rural and urban areas to create new opportunities for youth to achieve improved health and education and to improve prospects for youth to escape poverty and become productive, contributing citizens with sustainable livelihoods. For example, projects that offer self-motivated young people income opportunities by creating businesses that supply inputs to specific value chains (e.g., the PROFIT+ project) will be more successful if youth working to set up MSMEs have stronger assets and agency (i.e., motivation and capacity to use assets).

Government officials, development partners, NGO representatives and, in some cases, youth at FGDs often identified similar challenges and recommendations. These are listed here and presented in Section 8.

1. Make an explicit commitment to a youth focus in the next CDCS using a PYD approach

- 1.1. Build Mission staff knowledge and understanding of PYD approaches and advantages
- 1.2. Develop and/or refine current PYD indicators for use across projects; monitor and refine them over time based on experience
- 1.3. Propose creation of a stakeholders' Youth Advisory Group
- 1.4. Optimize youth participation in PYD and in future program and project design and provide training, support and convening mechanisms for young people to empower them to be change agents within their communities and society more broadly
- 1.5. Examine the ongoing experiences of others with youth strategies through regular stakeholder Youth Advisory Group meetings
- 1.6. Use gender-synchronized approaches to increase targeting of males
- 1.8. Ensure more explicit targeting of special youth categories, including those with disabilities, albinos, incarcerated youth (about 15 percent of all prisoners) and Muslims
- 1.9. Increase the focus on substance abuse prevention as a key objective for youth since this is also an investment that can help reduce GBV, crime and other negative social behavior
- 1.10. Develop a youth-focused research agenda for the next CDCS period.

2. Strengthen district and local level capacities of the GRZ, local NGOs and other local entities to enhance implementation of youth-focused activities

- 2.1. Place a clear emphasis on project awards and partnership with organizations that promote and expand work for and in partnership with youth.
- 2.2. Increase targeting of traditional and religious leaders to help build positive attitudes and beliefs about youth and especially female youth.

3. Strengthen youth-led organizations at the district level and below to build youth leadership and participation by funding what works based on lessons learned.

4. Consider new programming for youth in economic development, health and other targeted sectors to increase opportunities for more pathways to decent work

- 4.1. Develop ways to build into projects more flexible, targeted, market-driven, non-formal Technical and Vocational Education and Training (TVET) and enhance coordination in this sub-sector
- 4.2. Improve employability by including work readiness soft skills as activities within current USAID-funded projects, where relevant, and include them in the design of future projects, especially those related to workforce development

- 4.3 Help transform agriculture to make it a more attractive “rebranded” youth career option and also focus on non-farm rural development by addressing key barriers (land, capital, technology, etc.)
- 4.4 Increase support for Science, Technology, Information and Partnerships (STIP) for youth especially in the agriculture sector where digital and appropriate production and processing technologies can help make the sector more profitable and appealing.

I. OBJECTIVES OF THE ASSESSMENT

Rationale. Beyond the obvious demographic reality for Zambia, in which the majority of the population is under age 25, the question is why would USAID/Zambia decide to conduct a Mission-Wide Youth Assessment? One reason, of course, is the sheer number of young people who are targets for many development goals. They are critical for decreasing the spread of HIV, the focus for improving educational outcomes, and countries rely on them as economically active young people to drive their economies. However, perhaps the more compelling reason is that there is a growing recognition by stakeholders and a solid evidence base that articulates the *essential* role of young people as actors in *achieving* development goals rather than simply as beneficiaries. More innovative ways to bring young people to the table must be explored to ensure that their priorities and interests are accurately and fully represented. Thus, young people are now critical partners, youth targeting and participation are now essential and, without their energy, motivation, commitment and willingness to innovate, countries will not be able to meet the needs of the next generations of citizens.

Purpose. The purpose of the USAID/Zambia Mission-Wide Youth Assessment (MWYA) is to provide input to the Mission for its 2017-2022 Country Development Cooperation Strategy (CDCS), to serve as a point of reference for evidence-based interventions, models and approaches that may benefit current and future USAID/Zambia programming related to youth (defined as 10-24 year olds), and to consider the rationale, merits and possible framework of a Mission youth focus. The assessment team was asked to examine program challenges and opportunities, to review GRZ youth policies and strategies and those of other stakeholders, to ensure that the views of youth are fully considered and to make recommendations based on the findings of the team.

Specifically, the SOW asks that the report address the following questions:

- What is the overall status/situation of youth in Zambia (population size, education, health, employment, civic engagement, social support, etc.)?
- What is the overall Zambian government policy/strategy toward youth?
- What are the challenges in services, policy, etc., determined to be most serious by youth themselves?
- What types of interventions do youth see as most useful for their development?
- Who are the key players in youth development in Zambia and what are their comparative advantages and approaches to youth programming (both domestic and international donors/ organizations)?
- What areas under USAID/Zambia’s current CDCS that support youth development are still necessary for Zambia to reach its Vision 2030? (See Section 4a) What should change for the next CDCS? How can USAID strategically focus its youth programming to support Zambia to reach its Vision 2030? Include a specific section on employment and youth training/capacity building.
- How can USAID strategically focus its youth programming to support Zambia to address SDGs for those that are most applicable to youth in Zambia?
- Where are the challenges in USAID program implementation in youth development?
- How have USAID programs aligned with the UN *Situation Assessment of the HIV Response among Young People in Zambia*?
- What conclusions and recommendations can be made based upon assessment findings?

- What sector-specific recommendations should USAID/Zambia take into account for future project designs as well as current project implementation?

II. BACKGROUND AND KEY CHALLENGES FACING YOUTH

a. Profile of Youth in Zambia

In order to provide a statistical point of reference for the MWYA, Annex 1 contains relevant data from multiple sources⁷. A few key statistics that demonstrate the context for youth development most directly are summarized in the next sub-section. About 35 percent of Zambia's population is aged 10-24 and 74 percent are under the age of 30. Within this group, about 15.5 percent are from 10-14 years of age and 16.8 percent are aged 15-24.⁸ Zambia has a median age of 16.6 compared to a world average of 29.2 and a very high fertility rate even for Africa at more than five live births per woman compared to Zimbabwe at 3.56, Botswana at 2.66 and South Africa at 2.41.⁹

Statistics provide a profile of the challenges facing youth but they do not convey the whole story. Despite real challenges exacerbated by widespread poverty, there are young people that have identified issues around services or hazards in their communities, conducted assessments, created youth programs, and launched their own community-based organizations and non-governmental organizations that have sustained their efforts, impacting tens of thousands of others. The statistics also do not capture the peer educators from small rural communities who, as a result of learning, some training and leadership skills, go on to participate in national and global-level health platforms, benefitting thousands of other young people. Finally, with the support of the U.S. Department of State, USAID and others to the Young African Leaders Initiative (YALI)¹⁰, a new generation of youth leaders is emerging with a commitment to development, good governance and human rights.

There is also the positive context for youth development constructed by government agencies, development partners, NGOs and others who support and motivate young people to help prevent HIV, reduce poverty, improve food security, end gender-based violence (GBV), care for orphans and vulnerable children (OVCs) and support universal human rights. Young people represent an enormous pool of human potential and already possess many assets and talents that well-designed initiatives can build upon.

The PYD approach helps to identify and nurture those talents and then empowers youth to apply their abilities in more positive and enabling environments. USAID is a leader, funding and facilitating efforts to build a better development narrative and is now considering how that narrative may be more explicitly youth-focused. By doing so, it will become better positioned to seize opportunities provided by Zambia's demographic "youth bulge" and mitigate challenges. The realities of everyday life from a youth perspective are highlighted in Section 3 while the context in which these realities play out is summarized next.

b. The Context for Youth Development

Zambia is resource-rich with enormous agricultural potential. Its large geographic size and relatively small population of about 16 million people helped the country move to lower middle-income status but recent data¹¹ suggest it has returned to a low-income status country. It experienced rapid economic growth over the past decade, however, that growth failed to deliver improved living standards, especially in rural areas. The Gini co-efficient of 57.5 (2013) ranks Zambia as having the tenth highest income inequality level out of 145 countries surveyed worldwide¹² and, despite the growth, the overall poverty rate is just above 60 percent while rural poverty only declined from 80 percent in 2006 to 78 percent in 2010 and increased to 83 percent in 2014, of which 71 percent were classified as "extremely poor."¹³ GRZ's Sixth National Development Plan (SNDP) for 2011-2015 had three goals: infrastructure development, improved basic services (water, sanitation and electricity) and human development. Because of these poverty levels and the parlous state of youth employment, the SNDP was revised and the R-SNDP (2013-16) increased the emphasis on promoting employment and job creation through targeted investments in selected sectors.

Recently, Zambia's economy has come under intense pressure due to lower copper prices, electricity shortages and poor rainfall while inflation has increased and economic growth declined to 3 percent in 2015¹⁴. Government expenditures are now running far above the budget in large part as a result of fuel subsidies and electricity imports¹⁵ while its "youth bulge" continues to grow exponentially, putting even more pressure on the small formal sector (10 percent)¹⁶ to create jobs, further saturating the informal sector and placing downward pressure on the already impoverished rural majority. In 2016 the combination of these pressures contributed to unrest and a rising crime rate¹⁷. As noted above, the ever growing youth cohort aged 15-24 are affected disproportionately, making a holistic youth focus even more imperative.

In addition to the difficult economic context marked by poverty and inequality, youth development is also hampered by major challenges in the health and education sectors and by gender disparities. In 2014 the male literacy rate (age 15-24) was 70.3 percent compared to just 58 percent for females; 23.4 percent of males but just 15.9 percent of females completed secondary school (2014); females suffer from early marriage and early pregnancies with about one-third giving birth by age 18 and half by age 20 (see Annex 1 for a detailed breakdown by location)¹⁸; the 2014 HIV prevalence rate for males aged 15-19 was 4.1 percent compared to females at 4.8 percent but rising to 7.3 percent for males and 11.3 percent for females among 20-24 year olds and reaching 21 percent for urban females; nearly half of females believe that wife beating is acceptable and almost 30 percent of 15-19 year old females and 42 percent of females aged 20-24 report being victims of GBV. Not only has HIV killed many Zambians, but by 2016 it had created nearly one million AIDS orphans (in 2012 there were about 800,000 AIDS orphans out of an estimated total of 1.3 million) in a country with only about 16 million people¹⁹.

The context for youth livelihoods development also remains challenging as youth annually enter the 20-24 year age bracket and begin to seek jobs and start families. The percentage of young people aged 15-29 who are not in employment, education, or training (NEET) is estimated to be 28.3%²⁰. The youth unemployment rate for 20-24 year olds is "as much as five times greater than for older adults²¹" and estimated at around 25 percent for those "without work but available for and seeking employment." Unemployment rates are generally unreliable but most indications are that many more urban youth are without a source of income than rural youth (despite higher rural poverty rates) and that urban female youth fare the worst. Capacity constraints and weak alignment among TVET institutions, including Ministry of Education centers, Ministry of Youth, Sports and Child Development (MYSCD) youth resource centers and TVET schools, and the labor market exacerbates the problem. Few TVET institutions track their graduates so evidence is weak with respect to who is finding jobs and using their vocational skills. The GRZ focus on entrepreneurship development for recent graduates to start businesses is one response to the high unemployment rates but many interviewees called for more support for apprenticeships and internships since this was viewed by them as a relatively neglected area. Finally, very high bank lending rates limit access to start-up capital and constrain youth enterprise and livelihoods development

Socio-cultural factors also sometimes affect health, education and livelihoods initiatives and can negatively affect project impact. A Zambian medical doctor working for the USAID-funded Systems for Better Health Project stressed that, "one reason some health interventions are less effective or have failed outright is that the traditional social context has not been considered adequately."²²

This applies to health and education as most youth are exposed to conflicting messages and contradictory behavioural expectations and norms. A parent, a preacher, a chief, an NGO social worker, a politician and peers often send different messages and have different expectations. At the same time, many of the concepts within the four PYD domains are normative and open to different cultural interpretations. What these various interpretations mean may be unclear to people with different sets of cultural assumptions and values. For this reason, this assessment recommends that the PYD framework be field tested in Zambia during the CDCS development process. Specifically, several one-day workshops presenting PYD features to different groups of Zambians (e.g., thought leaders from key ministries and local NGOs; leaders of youth-led organizations, teachers and sociologists and selected youth with an understanding of their culture) could yield valuable insights into the applicability of specific PYD indicators and test PYD assumptions in the Zambian

context. This “ground-truthing process” will strengthen a youth development focus in the Mission by having Zambians help refine, interpret and take ownership of the concepts that would underpin a CDCS PYD focus.

c. Key Challenges Confronting Youth

The following table summarizes the key issues confronting Zambia’s youth as noted by many of those interviewed and by young people.

Table 1: Key Challenges Confronting Youth in Zambia			
Health	Education	Economic Development	Democracy & Governance
HIV risk	Access to education	Employment/incomes	Civic participation
STIs	Cost of education	Pay levels	Physical safety for girls and boys
Early child marriage	Quality of education	Barriers to entry (nepotism, skills, etc.)	Opportunities for participation & leadership
Gender-based violence	Relevance of education	Macroeconomic environment/growth	Access to justice
Malaria, TB, other diseases	Access to technical skills	Environment	Corruption
Access to health care and youth-friendly services	Access to and quality of vocational skills	Credit/ Access to youth-friendly financial services	Accountability
Quality of health care	Gender bias	Gender bias	Gender bias
Cost of health care	Availability of special needs education	Access to business development services	Transparency
Malnutrition			
Early pregnancy	Mismatch between education and the labor market	Access to modern and appropriate technology	

III. LISTENING TO ZAMBIAN YOUTH

Summary of the Data Collection Process

Seventeen Focus Group Discussions (FGDs) were held with youth aged 18-24 and eight were held with youth-focused program implementers in ten locations in five provinces: Central, Copperbelt, Eastern, Lusaka and Southern. The purpose of the FGDs was to understand the perspectives and experiences both of young people who have participated in youth programs and those who have not. This section summarizes the most commonly discussed themes. Focus group and interview guides were created with input from the USAID/Zambia team and local consultants based on the research questions and prioritized domains (e.g., supports, examples of agency, assets and contribution, youth needs and priorities).

The research team developed questions that reflected a PYD approach, asking the questions listed in Annex 9 to gain insights about 1) the types, extent and quality of support available to youth in their communities; 2) the issues and challenges youth face overall; 3) what youth do to feel connected to their communities, and 4) how communities empower youth to better their own lives and their communities. Discussions centered on education and training, jobs and incomes, what youth expected from their families, communities (e.g., churches and traditional leaders) and government, as well as their hopes and dreams. The themes that emerged guided the presentation of the FGD findings below. Annex 7 provides further elaboration of these findings.

Limitations

The research protocol was adhered to closely during the fieldwork. Despite efforts to ensure that youth FGDs included only youth who either were current or former participants, it became apparent during the FGDs that many youth were or had been not only participants but also peer educators for specific

organizations. Despite this, their experience as volunteers brought a unique perspective about the needs and priorities of youth in their communities.

Education

Young people are highly motivated and see education as their primary route to adult success. However, gender inequalities, negative social influences, financial constraints and the quality of education impact their ability to realize the benefits.

Participants frequently noted the value of education and its necessity for success in life. One youth indicated that the cultural environment stresses education, stating: *“In Zambia, we look at where we come from. We are told that we need education to make it in life. It is the way we are brought up.”*²³

Despite the importance of education, implementers and youth noted several impediments to completing school, including school fees, a lack of parental support and the perceived irrelevance of education. Youth and implementers also noted a focus on passing instead of learning, overcrowding in schools and low self-esteem, which may cause youth to drop-out of school. For young women, early marriage and teenage pregnancy linked to poverty are key challenges to completing their education. The need for additional income leads some families to arrange for girls to marry in order to secure bride-price, while young women may also engage in transactional sex to secure additional income or material goods. These challenges also place young women at a higher risk of HIV. *“Maybe there is no one to pay for your school fees, and you feel unwanted that no one wants you. Some parents marry out their daughters to get some money in terms of bride price, so generally poverty [forces them].”*²⁴ *“[T]here are people who drop out of school and sometimes it is who you rub shoulders with. You find these girls have sex with elderly men who may give them employment without qualifications and you find a lot of people in our generation are sick.”*²⁵

For young men and sometimes women, drug and alcohol abuse pose a challenge to educational attainment, according to several participants. *“For guys, they are affected by drug abuse. And so they will leave class to look for drugs.”*²⁵ A few youth even recommended policy changes to limit early engagement in substance abuse such as limiting who can enter bars.

Some youth also noted that teachers may not always encourage creativity or motivate students to work towards their goals and follow their dreams, which points to the opportunity to strengthen positive adult/youth relationships and role models and build adults skills for supporting youth.

Despite these challenges, most of the youth interviewed were quite motivated to finish school and achieve their career and life goals. Minimizing distractions, setting goals and staying focused were frequently mentioned as key to achieving their goals.

Participants offered a range of suggestions to address the challenges surrounding education, including initiatives to raise money for school fees and uniforms. While both youth and implementers noted a need for government involvement to improve educational standards and offer financial support, the youth interviewed also emphasized personal responsibility as key to success in education and in life more broadly, pointing to the need for fostering youth assets and agency.

Employment and Skills Development

The transition from school to decent work is one of the greatest priorities for Zambian youth who participated in the focus groups. Their understanding of the factors that contribute to their success is nuanced. Participants recognize that the support they need includes high quality and relevant skills training, mentoring, access to finance or material inputs, and access to social networks. They also recognize that they are central actors in this process and bear responsibility for working hard and supporting each other.

In four of the five provinces assessed, employment was noted as a concern for young people by youth and implementers. The only exception was in Southern Province, specifically the city of Livingstone, where employment was not mentioned. This may be because Livingstone, a popular tourist destination, has the lowest unemployment rate for individuals aged 15 and older²⁶. Problems mentioned by participants included

not enough salaried opportunities for youth following school completion, a lack of transparency and corruption in hiring practices. *“Job advertisements are just done for formality. There is corruption and people have nephews they employ in companies. They do advertise, but deep down in their hearts, they already have the person who will fill that position.”*²⁷

In the absence of full-time, salaried employment, or enrollment at an educational institution or skills training center, youth often take on intermittent labor opportunities, referred to as “piecework”, create small entrepreneurial businesses, or volunteer (often with religious organizations or donor-funded projects). *“I think that with unemployment, if someone has hands, you can work. You can go to someone’s house - clean, cook. There is always a way to earn a little money.”*²⁸ Furthermore, the lack of viable options for earning an income may lead youth in some areas, notably street children, to try various, anti-social tactics to get money or turn to alcohol.

Some youth and implementers stressed the importance of having connections, as well as skills, to get employment or be productive, pointing to the importance of building apprenticeship or mentorship programs. For youth who need to strengthen their skill set, few formal opportunities exist and those that do have high enrollment fees, according to participants. There also appears to be a disconnect between the types of skills training programs available and the types of jobs available, along with a lack of holistic support to help youth successfully transition from training programs to decent work. Implementers and youth alike noted difficulties securing inputs, such as equipment or land, needed for some types of employment. *“[If] you empower me with a sewing machine, I will be able to practice, train others and to earn a living from that...”*²⁹ *“Land ownership is a challenge for young people. They don’t have access to land. Who has access to land are people with families, and elders”*³⁰

To overcome these challenges to employment, implementers suggested a range of supports, including: opportunities to access capital to start businesses, apprenticeships or other adult partnerships to reinforce newly acquired skills, and a comprehensive skills and knowledge package for youth, combining technical, life and entrepreneurial skills. These insights are reflected in the report’s recommendations. *“Someone could be trained as a tailor, but if they don’t have the finances to start a business how will they start? If they have a machine, then then they can start that business.”*³¹ *“When we offer skills and no money that is it. They don’t go anywhere because they look back at us... Our training programs don’t have the budget to [support youth to] start their own business.”*³² *“Sometimes the trainings are not comprehensive enough to make these youth self-sustainable. We are working from the premise that we are giving youth something that will enable them to do things. But we need to be so comprehensive to ensure that these people do not remain dependent on us again.”*³³

Outside of the formal training environment, most youth interviewed indicated that they or their peers were keen to share their talents and skills with other youth, bringing attention to the opportunities for peer-to-peer mentoring or finding space for youth contribution. *“For me I have grown up in a situation that has been difficult, whereby you lose your mother who was encouraging you in a lot of things. I grew up drawing a lot of things. Trying to design things here and there. With time, I realized that what I have in me can help me and help my fellow youth. At some point I noticed that when I had some art projects, I made use of my friends. I would sketch and then show them how to go about with it from there. At the end of the day, we would all get something out of it. It helps me in school.”*³⁴ *“I had my neighbor who used to make braziers and big dishes, I learnt from him. So when I hear people complaining about money, clothes or support, I invite them [to my] home and tell them I can teach them a skill you can use, if you can manage.”*³⁵

Agriculture and Young People

Some youth and implementers noted that youth are indeed interested in pursuing opportunities in agriculture. *“The way forward for Zambia is that young people must be engaged in every stage of (agricultural) production.”*³⁶ This changing perception among youth that agriculture is not just an alternative livelihood but can serve as a pathway to empowerment (e.g., personal, economic) was noted in settings beyond Eastern Province, where agriculture dominates. National policy and programming appear to be instrumental in this shift in appreciation of farming, particularly among young people. A male youth in Eastern Province –Chipata– reflected on the perceived stigma that in the past was attached to young farmers: *“Few years ago it was hard for young people to come out when you are a farmer, they would be labeled or tagged. Even in the national strategic plan, we are (now) moving away from copper to farming.”*³⁷

According to some implementers and youth, increased numbers of youth have taken on farming and other forms of agriculture as income generating or entrepreneurial opportunities but youth still face challenges in accessing various agricultural inputs, including equipment and loans. Implementers and youth in Eastern Province noted how organized youth (e.g., youth groups) in particular have been successful in accessing GRZ-administered resources that aim to engage youth or encourage uptake or support farming. Mentorship/coaching in proposal development, according to an in-depth interviewee, has helped some youth cooperatives secure funding according to one FGD participant in Petauke (Eastern Province). The Farmers Input Support Program (FISP), which provides farmers with supports such as fertilizer, just began to deliberately integrate youth and women into their programming in agricultural communities, according to one key informant. USAID could provide the GRZ with additional guidance on successful strategies to increase youth and women's participation in agricultural initiatives – in particular, those supporting inclusion in the value chains and linkages to markets.

Role of Faith-Based Organizations, Government, and Traditional Leaders

Young people identified a wide range of key supports in their lives and in their communities that may help them achieve their long-term goals. They recognized the importance of ensuring these supporting actors and institutions have a clear understanding of their goals and needs.

Places of worship, which often offer youth groups peer education, life skills and financial support, were largely seen as supportive and safe environments for youth. *“[In] my church, we have youth groups, we have young adults and teenage groups, we have educational talks, [and] motivating talks. In certain programs ... you talk about how to achieve your goals and at a later stage you can be referred to an organisation that can help you.”*³⁸

Some youth and implementers even noted that programs affiliated with places of worship were generally open to supporting non-congregants. *“A number of churches have programmes for supporting vulnerable children and old people regardless of where they are coming from.”*³⁹

Faith-based organizations often convey sexual and reproductive health (SRH) information to youth, yet implementers and youth alike noted challenges with the type of information and advice provided, including incomplete or incorrect information or discouragement of HIV-related health seeking behaviors, in some cases, pointing to the need for improving the youth-friendly part of SRH services. *“Like the use of condoms our church it has been preached ... Some people are involved in sexual activities even though the church doesn't distribute condoms but advocated in order to prevent HIV/AIDS and STIs.”*⁴⁰ *“They talk about abstinence, because they are churchish and all, so it's a sin, yes. But on the other hand, that is what we are fighting against. They should be talking about CSE [Comprehensive Sexuality Education].”*⁴¹ *“...some other churches disseminate wrong information. For example, say I am on ARVs. They would tell you to stop taking them and even stop [you] from going for testing. And say if you do [get tested] that then you lack faith”*⁴²

Regarding the role and contribution of the government for youth, participants mostly referred to the Citizen Economic Empowerment Commission (CEEC) which implements the Action Plan for Youth Empowerment and Employment (AP-YEE) or the Youth Empowerment Fund (YEF), which seek to build skills and promote innovation. Some implementers highlighted the YEF as a critical resource. *“Late last year, government gave grants to youths in Livingstone...to empower youth to start their own businesses. It was an entrepreneurship programme. Trainings were done.”*⁴³ *“Government has realized the importance of youth ‘today a youth, tomorrow a leader.’ Empowerment fund is in the national budget.”*⁴⁴

However, there were youth who noted that these funds were not equally distributed or accessible without connections, which could lead to a sense of marginalization if not addressed. One participant indicated that these funds are used to support campaign strategies during elections. *“The help doesn't reach us. If you don't know anyone you can't be employed. Distributions of the monies are not equitable.”*⁴⁵ Another added, *“Mostly politicians are seen during election time. They pay youths to campaign but after they disappear...the youth empowerment funds are coming in now [that there] are elections. ...most beneficiaries are relatives.”*⁴⁶

Within government clinics, there are youth-friendly corners that offer SRH information. Several participants emphasized youth-friendly corners as the preferred space for young people to obtain information while others avoid them due to stigma. While most are staffed by GRZ Ministry of Health staff, those that are staffed by private or donor-funded projects, once funding ends, sometimes have no one to staff them. *“If youth want contraceptives, you have to go to the clinic and sit alongside elderly women. They are given buffet of contraceptives. They are not given a chance to ask questions, not given information on the negative effects. There are mothers next to me and I am 15 years old. Who do I ask if I have questions? Who can the 15 year old ask if they have questions? That’s where the youth friendly corners are effective. The fellow youth [peer staff] can tell you that you can get an injection, but you need to use condoms to protect yourself against HIV, STIs.”*⁴⁷ Some implementers felt that this “neglect” of youth friendly corners was due to a gap in government support. However, the National Youth Policy promotes mainstreaming youth by training medical staff on youth-friendly health services, instead of separating them in the youth-corners. USAID could consider retention of the youth-friendly corner model as a mechanism to provide youth with information and resources beyond health in a safe space, for example, a recreation club.

The role of traditional leaders in youth development was mentioned most often in rural settings where participants noted that they held positions of authority and influence. Some implementing organizations engage traditional leaders to help address some of the key challenges facing youth and point to the opportunity to promote communities that value youth and give youth voice. *“People follow what the chief says and not the government [or] constitution.”*⁴⁸ *“We are working with traditional leaders to bring them back in their role. We engage them to help us identify vulnerable youths, GBV issues, early marriages; the leaders are the ones who know about the villages.”*⁴⁹

Youth that were interviewed provided conflicting views on the role of traditional leaders with regards to youth development. Some thought traditional leaders helped connect youth to employment opportunities, while others thought these leaders perpetuated harmful norms and practices, like child marriage and school drop-out for girls and young women. The inability of some traditional leaders to speak comfortably about SRH health was also noted. Overall, the discussions emphasized the important role of traditional leaders and how they can be either a strong force for change, or an impediment to it.

Role of USAID

USAID was widely recognized by youth and implementers for its development role. Most youth reported being aware of USAID and what it does through its existing programs, in addition to USAID-sponsored television programs and branding efforts. Several youth were familiar with posters and t-shirts worn by USAID-funded program implementers.

Virtually all implementers were familiar with the agency, with many noting that their organizations were either current or past youth fund recipients. Despite increased measures by USAID to foster program sustainability through initiatives such as the “Local Resource Initiative, some implementers noted the challenges associated with sustaining youth-focused programming after project funding had ceased, suggesting the need for increased awareness raising, targeting implementers. While many who participated in the discussions are aware of USAID’s strong commitment to local partners, there remains a need for USAID to continue to highlight such initiatives. For example, one implementer suggested a lack of awareness of such efforts, asserting that USAID should increase its support and direct funding to local organizations; *“[Local NGOs] don’t have huge administrative costs and they don’t buy expensive vehicles. The funds used to buy vehicles by these large organizations can go a long way in helping activities to do with the improvement of a life of a youth...if the money is just given to local organizations.”*⁵⁰

Gender and Geographical Differences

Except for Livingstone in Southern Province, there were no differences observed across provinces and genders on the two key issues identified as most critical to youth: education and employment. Young men and women and implementers all noted numerous challenges to young women’s educational attainment. Rural and urban youth and implementers provided numerous examples of a girl’s early marriage as a solution to address familial poverty, and how this practice was linked to diminished educational prospects for girls.

“Some parents encourage their children to get married and this leads to high levels of GBV because they are forced to get married. This is used as a source of income.”⁵¹ “Early marriage is an issue. They are getting married, early, as 15 years. Some because of poverty...”⁵²

Youth and implementers reflected on male preference in education, given prevailing gender norms. Despite a young man’s role in teenage pregnancy or when faced with limited finances, a family typically prioritizes the education of boys. *“Where there are limited resources to send a boy and a girl to school, parents often consider boys.”⁵³ “For example, I am in school and I fall pregnant, I will be forced to drop out of school but the boy will continue. I will lag behind. My family also may not support me because I got pregnant.”⁵⁴*

The norms that place male interests ahead of females extend beyond education. Some implementers that were interviewed noted that there are fewer sporting programs for adolescent girls, adding that girls who participate are often pulled out, or discouraged by parents or guardians from pursuing sports due to longstanding cultural and gender norms about the role of girls. *“In terms of opportunities, I have seen a lot with sports, and in general, I have seen a lot of more opportunities for boys than girls. Most of the sporting projects are for boys...”⁵⁵*

Zambian youth are eager to develop their assets to ensure they have the necessary skills and competencies (life and technical) to succeed in work and life. However, many youth indicated the lack (or unfair distribution) of opportunity to develop those skills and/or, if developed, the outlets to apply them to achieve their goals and contribute fully to their communities were absent. Youth participants noted the critical importance of education as the primary pathway for achieving one’s goals. Youth and implementers also highlighted the role of the home and community in establishing positive social norms and expectations that support and value youth development. However, some cultural and gender norms coupled with vulnerabilities such as early marriage, drug abuse, and STIs, impede youths’ ability to leverage their assets and build their agency to improve their lives and contribute to society. Despite the many supports identified by interviewees, the enabling environment for youth remains circumscribed by attitudes and beliefs of some traditional and religious leaders. Thus to foster a PYD approach, it is critical for youth advocates to 1) be involved in designing and developing youth programming, 2) ensure that resources for sustaining youth development go beyond the financial to include life and technical skills development and 3) empower positive parental figures and other adult role models to foster the values that help youth to navigate their environment successfully.

IV. YOUTH STRATEGIES AND KEY DEVELOPMENT PARTNERS

This section briefly summarizes the current national strategies for youth development, the key actors responsible for implementing those strategies and the major development partners that have aligned their initiatives with the national strategies in question.

a. Rationale and Strategies for Youth Development

As noted in Box 1, there are many reasons for USAID to focus on youth.

Zambia has not yet stabilized its population growth rate so the number of youth is expanding exponentially. Today’s population of 16 million will reach 28 million by 2030 and 140 million is projected by 2100. The number of job seekers is expected to grow from around 130,000 annually to 300,000 by 2030⁵⁶ while the youth-driven urbanization rate is double that of Zimbabwe.⁵⁷ (See Annex 1)

With such a youthful population, most projects will affect young people regardless of specific sector or objective. However, a strategic, targeted and explicit PYD approach can strengthen youth's assets more directly and powerfully, thereby helping to empower them to improve their own lives and contribute to their communities and to national development. Young Zambians, like most youth, are usually more open to new ways of thinking⁵⁸ about gender and societal norms, more willing to innovate, more mobile, better educated on average than older generations and eager to connect to a wider world through social media.

In addition, youth are a good investment. Their longer life expectancy, on average, provides more dividends to society. Support to marginalized youth can reduce costly incarceration and recidivism rates. Support for young women has been shown to improve family and child health and to stimulate economic growth as their labor force participation rate and skills level rises. Improving opportunities for youth through TVET, science, and technology, and tertiary education also yield economic benefits as Zambians replace more costly expatriates with citizens and as skilled youth drive up productivity rates.

Youth and Vision 2030

Zambia's Vision 2030 was adopted ten years ago in July 2006 at a national stakeholders' conference. It is the first long-term aspirational vision statement produced by the country and it reflects the outcome of local consultations in all of the then 72 districts in the country. The document visualizes a prosperous middle-income country by 2030, outlines the challenges to reaching that goal and proposes three scenarios based on variable economic growth projections. Vision 2030 is the foundational document from which national development plans are developed. There is just one reference to youth in the document when it notes the "failure by the system to adequately provide skills to over 20,000 youths who exit from Zambia's school system every year." Over the past decade this number has increased, providing another justification for a youth focus and a closer examination of the TVET sub-sector as a critical pillar of any comprehensive PYD approach.

USAID's project portfolio is well-aligned with several of what Vision 2030 calls its 26 "sector/issue target goals," among which are several in agriculture, food and nutrition, health, education, gender, science and technology, employment and vulnerable households. Although there are, for example, five targets for arts and culture and nine for gender, there are no targets related either to youth or TVET.⁵⁹

National Youth Policy

The 2015 National Youth Policy (NYP), issued by the MYSCD, provides the guiding framework for youth development in Zambia, viewing young people aged 15-35 as a key development opportunity and asset for the country. By defining youth as up to age 35, it tends to skew the emphasis towards older youth. The NYP is informed by the R-SNDP, the Industrialization and Job Creation Strategy, and other sectoral policies. The

Box 1: USAID Youth in Development Policy (2012)

Why target youth?

"Sizeable youth populations are both an opportunity and a challenge. Development can be accelerated when the majority of youth in any country are able to make significant contributions to economic, social and political life in a way that lifts countries out of poverty..."

How should targeting be done?

"The policy ... comprises four intertwined elements: support, protect, prepare and engage. Youth programming has traditionally been implemented within specific sectors...however, youth development practitioners recommend that sector approaches be broadened to include cross-sector and integrated approaches, and that greater attention be paid to strengthening youth development systems."

What is the role of USAID Missions in implementing the policy?

"The policy asks all USAID Missions to consider how they can mainstream youth across their portfolios, and provides guidance on when and how to prioritize and target intentional youth development efforts... With this policy, USAID will begin to strategically reorient its development activities towards improving prospects for and partnerships with youth, thus further advancing USAID's broader development goals of shaping and sustaining peaceful, prosperous, just and democratic societies."

NYP vision is “A nation of skilled, enlightened, economically empowered and patriotic youth.”⁶⁰ The goal is “to provide an enabling environment that promotes the rights and obligations of youth and to foster their participation in national development.” The priority areas for intervention in the policy include employment and entrepreneurship development, education and skills development, health, creative industries (arts, culture and recreation), youth mainstreaming, work, and cross-cutting issues. Cross-cutting issues to be integrated into youth development include gender, HIV/AIDS, disabilities, environment, and participation. Specific segments of the youth population are singled out as priorities, including girls, in-school and out-of-school youth, unemployed youth, youth with disabilities, and youth in conflict with the law. Currently, the MYSCD is seeking to build support and coordinate its efforts with other ministries but has major capacity constraints. Annex 4 provides more detail about key NYP objectives and links them to the USAID portfolio and PYD.

Action Plan for Youth Empowerment and Employment (AP-YEE)

One of the most significant development issues for Zambia is the successful transition of the large cohort of young people into decent work and productive livelihoods. In order to address this priority, the MYSCD produced The Action Plan for Youth Empowerment and Employment (AP-YEE) in August 2015 in conjunction with the NYP. This plan was developed in collaboration with the Ministry of Finance with support from the African Development Bank (AfDB) and the International Labour Organisation (ILO). This document is a comprehensive and detailed strategy to mainstream youth into a larger private-sector driven economic growth strategy. Employment challenges needing to be addressed are categorized as demand (low employment, low manufacturing and industrial base, low levels of economic diversification and production, and inadequate investments in areas of high potential for employment generation), and supply (mismatch between skills needed by industry and what’s supplied by tertiary and vocational training institutions, inadequate post-primary educational opportunities, and inadequate curriculum integrating both academic and practical subjects). Via a national youth employment and job creation strategy, the action plan aims to expand jobs. This is to be done in the formal sector by creating a youth employment-friendly policy environment, enhancing youth participation in the formal sector labor market through skills development, and generating jobs for young people using a value chain cluster approach. GRZ formed the Citizens Economic Empowerment Commission (CEEC) Value Chain Cluster Development Program for this reason. The AP-YEE is well-written and on paper reflects best practices in youth economic empowerment.

The AfDB recently announced a US\$30 million loan⁶¹ to support youth and women via MSMEs and the cassava value chain in support of the AP-YEE in collaboration with the Ministry of Commerce. The AP-YEE is currently implemented by the CEEC in the Ministry of Commerce. It suffers from under-funding, the absence of staff with any private sector experience⁶², political pressures, low repayment rates (21 percent in 2013, 51 percent in 2015), and is weighed down with too many social goals to be able to respond optimally to economic opportunities (e.g., requirements for percentage of loans provided to women (30 percent), to youth (40 percent), by province and by district). Loans average \$2,500 with a maximum amount of \$5,000 and an interest rate of 12 percent. In 2014 the ILO withdrew its support to the CEEC preferring to develop a Youth in Agribusiness project that is more robustly private-sector driven.

Youth Health Strategies

The Adolescent Health Strategy (2011-2015) and the complementary Adolescent Health Communication Strategy (2013-2015) address the priorities of youth in the health sector. The Ministry of Health developed the former and the Ministry of Community Development, Mother and Child Health (now known as Ministry of Community Development and Social Welfare) developed the latter. Both policies target young people aged 10-19. These documents seek to address adolescent health problem areas comprehensively, including sexual and reproductive health, HIV/AIDS and sexually transmitted infections (STIs), early unprotected sex and sexual abuse, unsafe cultural practices, nutrition, drug and alcohol abuse, accidents and violence, mental illness and physical disabilities. Since the health sector is well-funded in Zambia, these strategies guide the efforts of multiple stakeholders and USAID health initiatives are aligned with them.

USAID/Zambia supports the Adolescent Health Strategy both directly and indirectly. At the national level, the Mission actively supports the Ministry of Health and is regularly engaged with the Adolescent Health Technical Working Group (ADH TWG). A number of USAID/Zambia's current health projects focus on systems strengthening at the provincial, district and facility level, (such as Systems for Better Health). These systems work to provide greater access and quality to adolescent health services, among other objectives. More directly, several other projects provide support for the strategic areas in the policy, including SRH, HIV/AIDS and STI reduction, unsafe cultural practices and nutrition.

Youth and Gender Strategies

The Zambia Ministry of Gender has a Strategic Plan for 2014-2016, which articulates a vision where Zambia is “A nation where there is gender equity, equality and the full realization of women’s and children’s rights for sustainable development.” This vision will be realized through increasing accessibility to rights of children in order to enhance their survival, protection and development and to mainstream gender at all levels in order to reduce gender disparities⁶³.

Closely aligned with the Gender Strategy, Zambia has also adopted a five-year National Strategy on Ending Child Marriage (2016-2021) with support from the United Nations Fund for Population Analysis (UNFPA), The UN Children’s Emergency Fund (UNICEF), DfID, Canada and USAID. The implementation of this strategy is led by the Ministry of Gender and aims to achieve a 40 percent reduction in child marriage by 2021, with Zambia free of child marriage by 2030. The strategy supports multi-sector responses, reviews of policies and legislation, and facilitates positive changes in attitudes, behavior and beliefs around child marriage. It also works to support child-sensitive services to reduce vulnerability and to mobilize financial resources to support programs.

USAID Youth Policy and Strategy

USAID’s Youth in Development Policy and its Positive Youth Development (PYD) approach have two key objectives: 1) to strengthen youth programming, participation and partnership and 2) to mainstream and

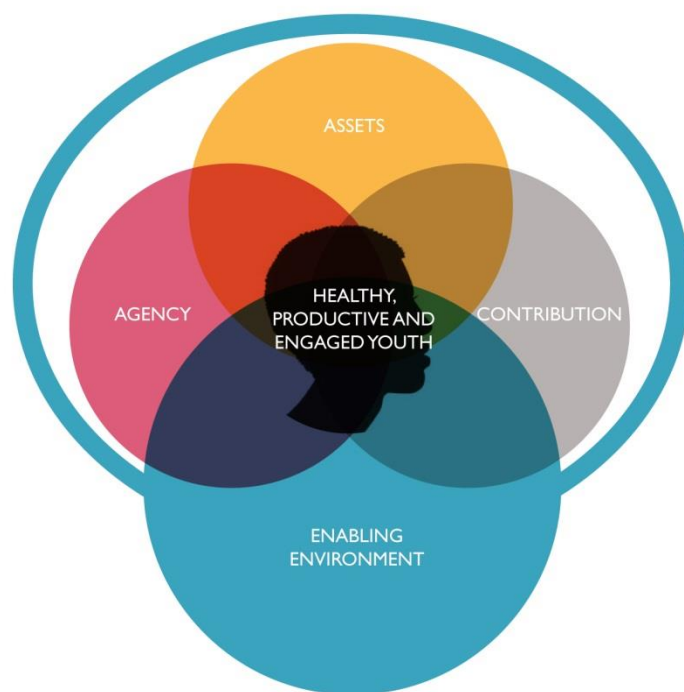


Figure 1: USAID Positive Youth Development

integrate youth issues and engage young people across USAID’s initiatives. USAID’s policy expects that, “as a result of working towards these objectives, youth will be better able to access economic and social opportunities, more fully participate in democratic processes, play active roles in civil society and have a stronger voice in local and national institutions”. As noted in Box 1, USAID is promoting a youth-centered approach to development and continues to develop tools and indicators to help Missions respond to this pro-active youth policy.

USAID’s YouthPower Learning program is the central mechanism to advance the knowledge about PYD measurement and to support the M&E of PYD integration into broader USAID youth programming. The program has developed a definition of PYD that reflects the key elements of PYD that are applicable to the developing world context and relevant for USAID.

“Positive Youth Development (PYD) engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.”⁶⁴

Building upon the PYD definition, the YouthPower Learning Team developed a PYD framework using four critical components, or domains that cover the PYD outcomes and elements of importance to PYD youth programming. These domains serve as the overarching framework to help achieve USAID’s youth policy objectives by focusing on the four domains that form the basis for youth to become thriving, contributing adults. PYD programs recognize youth’s inherent rights and focus on developing youth who have **assets** (skills, competencies and resources), the ability to leverage those assets, known as **agency**, and the ability to **contribute** (from participation to leadership) to positive change for themselves and their communities, surrounded by an **enabling environment** (social, normative, structural and physical) that supports them. Annex 2 provides more details about PYD. Refer to Figure 1

A PYD approach could be applied to the next USAID/Zambia CDCS to better illuminate how specific project activities could strengthen outcomes in these domains and how youth-explicit designs could yield more effective results for those aged 10-24. The current CDCS strategy does not explicitly target youth but most projects in the portfolio have significant and direct impact on youth. Therefore, going forward, a USAID/Zambia youth focus would not require a wholesale change in project priorities or focus so much as the adoption of a PYD lens, with its underpinning theory of change. In doing so, the Mission has the opportunity both to increase the overall impact on targeted youth cohorts and to prioritize youth engagement and participation.

b. Key Stakeholders

Key Development Partners

The UN system, ILO, DfID and other development partners have developed youth strategies as a way to target limited resources on critical population groups. This fact offers scope for synergy with USAID’s own Youth Policy and initiatives in Zambia. Although documents from different donors express ideas about youth development in different ways, there is extensive agreement about the strengths of young people, their needs, and how to address them.

The United Nations has created a System-Wide Action Plan (SWAP) for Youth, co-chaired by UNFPA and ILO. The plan identifies overall goals related to youth employment and entrepreneurship, protection of rights and civic engagement, education (including comprehensive sexuality education), health, and political inclusion. The UN inter-agency technical working group collaborates with the MYSCD, which attends SWAP meetings and helps to prepare the annual SWAP work plan for youth aged 15-35. The plan also supports a Youth Partnership Platform in Zambia, which includes youth representatives selected for two-year terms. Youth Platform members provide input on assessment and design of youth-focused UN and GRZ policies and programs with representatives included from each Province. Through the SWAP, UNFPA implements its global adolescent youth strategy with funding from the Swedish International Development Agency (SIDA) and helps provide input to the National Youth Policy.

DfID has produced an agency-wide youth development agenda⁶⁵ (Box 2) to help empower young people as change agents and identifies three pathways to achieve this vision. The first involves creating “positive transitions” (early adolescence and from adolescence to adulthood). The second is youth as “agents,” which supports youth-led

Box 2: DfID Country Offices Shared Approaches for Youth

- Youth Advisory Panels set up to advise agency on youth strategy, program implementation and M&E
- Graduate and internship programs being set up within DfID country office
- Country office to “look at their programming through a youth lens”
- Country-wide youth strategies being developed with youth participation.

development efforts, local NGOs, youth movements, and individual youth to bring about change. The third pathway involves “advocates,” or amplifying young peoples’ voices in decision making and strengthening their participation. Currently, DfID’s Zambia office is just beginning to assess and develop strategies to begin to implement this agenda, and they are currently engaged in a mapping exercise to examine youth outcomes across their portfolio. As one informant stated, “At a minimum, we have to start monitoring and tracking the ages and numbers of young people we are reaching to assess our effectiveness.”⁶⁶

The ILO helped to develop the AP-YEE and is currently implementing a separate Youth in Agribusiness project. This pilot project is working to operationalize some of the strategies in the AP-YEE by engaging youth on value chain interventions, particularly with fish farms and soybeans. The strategy encourages agricultural input suppliers to offer credits to producers in order to mitigate the problem of high bank interest rates of around 40 percent. Their emphasis has been to identify market players, then to address and ease constraints in the value chain to enable young people to participate and generate incomes. This model has scale-up potential and its approach closely parallels elements of the USAID-funded PROFIT+ project that targets value chains, also including soybeans, and works to increase access to credit in Eastern Province.

Other development partners with a youth focus include SIDA, targeting gender and reproductive health; the Population Council, conducting research on poverty with a gender and youth focus and on reproductive health; the Peace Corps providing capacity building support and life skills in the areas of health, agriculture, education, and environment as well as girls leadership and empowerment through Camp GLOW⁶⁷; the AfDB funding MSMEs that will benefit youth, the World Bank with its support for poverty reduction and social cash transfers, and a large number of NGOs, faith-based organizations and youth-led entities.

Some development partners have no youth strategy, do not target development assistance by age cohort and work wholly on a sector basis. These include the European Union and German aid (GIZ). GIZ does have a gender strategy, has mainstreamed HIV awareness and prevention into all its activities and proactively creates youth leadership roles within their projects as part of good development practice.

Key Government Ministries

The GRZ is, of course, the key stakeholder driving the development agenda. All ministries affect youth to some degree but nine are likely to play the largest direct role with respect to a USAID cross-sectoral focus on youth⁶⁸. These are the Ministries of: 1) Youth, Sports, and Child Development (MYSCD); 2) Community Development and Social Welfare (MCDSW); 3) Health (MoH); 4) Gender (MoG); 5) Agriculture and Livestock (MAL); 6) General Education (MoGE); 7) Higher Education (MoHE); 8) Local Government (MoLG) and 9) Chiefs and Traditional Affairs (MoCTA).

Representatives of all five ministries met by the assessment team cited their need for human capacity building, equipment and more funding. Development partners noted that the MYSCD has youth resource centers in some smaller towns that could benefit from additional financial and technical support.⁶⁹ One donor suggested that the MYSCD should be a policy, monitoring and coordination entity rather than an implementing organization, which may be why some donors have been hesitant to use the ministry for project execution purposes. The European Union cited high professional staff turnover and inadequate institutional memory as other constraints in some ministries while the Ministry of Labor noted that despite inter-ministerial coordination mechanisms, many ministries “work in silos” leading to inefficiencies and duplication.

The small Ministry of Chiefs and Traditional Affairs, with a staff of about 40 people at headquarters and just under 300 in the field, merits special mention since it may be able to play a more effective role in youth development by reaching out to chiefs and other traditional authorities to reduce the social acceptance of child marriage, GBV and other deleterious practices. The Ministry provides small development grants for youth groups at the chiefdom level (average amount is \$2,500). No technical assistance is provided to the recipient groups and the Ministry reported that there is sometimes a problem of elite capture since groups are approved by the chiefdom development committees. There are also gender equity issues since among the 280 chiefs, only about 20 are women and there are only a few women in the House of Chiefs. The Ministry would

like to build its local capacity and this may offer an additional opportunity for USAID to reach traditional leaders.

Key Implementing Stakeholder Entities and PYD

While the term “Positive Youth Development” was not familiar to most of the stakeholders that target youth, the content of the PYD framework using the four domains of “assets, agency, contribution and enabling environment” were recognized as intrinsic to their programs. Many implementing entities, USAID-funded projects, projects funded by other donors and local NGO activities already implicitly address PYD in the four PYD domains, for example:

- **Assets.** Youth assets are developed in many current projects even if they are not defined using a PYD vocabulary. For example, FACT Zambia (Fostering Accountability and Transparency) by engaging youth to become civil society leaders for accountability and transparency in education and health, builds their social and cognitive capacities as they learn to solve problems, work as teams, engage in critical thinking and gain awareness of their potential to induce change.
- **Agency.** The USAID-funded GBV Survivor Support Project has One-Stop Centers that enable survivors to apply their assets (e.g., coping skills, resilience and knowledge of rights) by strengthening their sense of self, restoring self-confidence, taking initiatives to seek and obtain justice and to persevere with a stronger sense of purpose.⁷⁰ In addition, USAID’s work with HIV prevention and the DREAMS initiative help empower youth to employ their assets.
- **Contribution.** The youth-led NGO African Directions illustrates the strengths of organizations that stress meaningful youth engagement and participation. These include: 1) delivering services and skills to youth where they are; 2) promoting youth leadership in the design and execution of project activities to ensure alignment with youth priorities and awareness of youth motivations, and 3) ensuring that young people are involved at all levels of an organization, including leadership, management, and advocacy in the larger development community.
- **Enabling Environment.** The YWCA through the Safe Spaces Initiative (in partnership with the Population Council) recognizes the importance of an enabling environment that is perceived as safe and supportive. Their work through the men and boys’ network also addresses the contextual factors that work to enable girls’ safety and well-being, as well as support the development of males. The approach developed by the PEPFAR DREAMS initiative provides another example of a project that builds the protective factors and reduces vulnerability of girls’ risk of HIV infection by addressing economic factors, gender-based violence, and strengthening school and family systems to support girls. The advantage of a PYD approach is that it makes intentional a holistic cross-sectoral approach to building an enabling environment for youth development.

V. STAKEHOLDER COORDINATION

The mechanisms for stakeholder coordination have been elaborated in the Joint Assistance Strategy for Zambia II (JASZ 2011-2015) framework⁷¹. (Box 3) Representatives from several development partners in Zambia agreed that stakeholder coordination is most effective in the health sector. The Ministry of Health is regarded as one of the most capable ministries, in part, because it has benefitted from capacity building over many years. The fact that the USAID Systems for Better Health Project is well-funded (\$53 million), will continue until October 2020, and provides technical assistance to the MOH is critical to efforts to boost MOH performance further, including its ability to coordinate external donor aid to the sector.

USAID and DfID lead the cooperating partners' group for health with the active participation of SIDA, Ireland, the European Union (EU) and World Bank. The Adolescent Health Technical Working Group (ADH-TWG), chaired by the Ministry of Health, was often cited as an example of effective collaboration, for example, by coordinating interventions by geographic area. The separate cooperating partners group on HIV/AIDS is led by the United States with the active involvement of German aid (GIZ), SIDA and the World Bank and works together with the ADH-TWG under the overall direction of the Ministry of Health and in collaboration with the National AIDS Council (NAC). The ADH-TWG is a *de facto* youth working group since it targets adolescents but approaches issues only from a health perspective.

The education sector cooperating partners group is led by the UN, UK and Ireland with the active participation of USAID, Japan and South Africa. In a meeting at USAID it was indicated that there is no technical group working on TVET and no sub-committee of the education sector advisory group that focuses on TVET issues. The USAID/Zambia Education Office is focused almost entirely on early grade reading, while USAID-supported non-formal training is linked mostly to Economic Development, especially for agriculture and rural development.

Stakeholder collaboration to ensure a holistic multi-donor cross-sectoral focus on youth would normally be led by the MYSCD. The Director of the MYSCD Department of Youth Development stated that the Ministry would like to establish a coordination mechanism for youth development but has not yet done so. The Ministry has a very small budget, few district-level structures and needs significant capacity building to be able to play its coordination role more fully⁷². The MYSCD is helping to coordinate with the UN SWAP's Youth Partnership Platform and has created a National Youth Council to encourage greater youth participation in development issues. However, if USAID/Zambia decides to include an explicit youth focus in the next CDCS, the issue of capacity building for the MYSCD to ensure it is able to play an appropriate and effective leadership role will need to be addressed.

The Manufacturing, Commerce, and Trade and Private Sector Development Advisory Group is led by the UK and Finland with the involvement of USAID, the UN, the AfDB and the World Bank. This group meets regularly and is focused on all aspects of private sector development.

Box 3: JASZ II Coordination Mechanisms

The JASZ II Action Matrix is focused on coordinated management for results, assuring mutual accountability and alignment with the R-SNDP. An annual joint work plan is developed and monitored by the Mutual Accountability Group comprised of GRZ and country partner representatives. The M&E department of the Ministry of Finance and National Planning is expected to promote coherence among indicators used by the GRZ and its partners to facilitate nationwide M&E of R-SNDP outcomes. A joint M&E and Statistics working group is tasked with improving SNDP M&E by strengthening indicator and statistical alignment. JASZ II objectives are implemented through "Sector Advisory Groups," joint annual sector reviews, a higher-level policy review mechanism and cross-sectoral working groups on public finance and statistics but not on youth.

Box 4: Engaging the Private Sector

Increase relationships with sector-based business organizations and chambers of commerce

Engage large firms and SMEs around youth issues and motivate those with the capacity to go beyond one-off Corporate Social Responsibility initiatives to become partners in youth development

Develop specific mechanisms to advance this objective, possibly including a high-level USAID Private Sector Engagement Council with quarterly meetings, workshops and new opportunities developed jointly with businesses and the USAID PPP specialist that target youth development, workforce readiness and employment issues.

In addition to stakeholder collaboration within Sector Advisory Groups, USAID should consider increasing its direct engagement and collaboration with Zambia's private sector stakeholders as a precursor to the next CDCS. This could enhance dialogue around the links between PYD and sustainable livelihoods strategies through job creation, entrepreneurship, etc. Meetings could be held with groups like the Zambia Chamber of Small and Medium Business Association, the Zambia Association of Chambers of Commerce and Industry, the Zambia Association of Manufacturers, the Zambia Development Agency and individual private businesses of various types and sizes as well as with the Ministry of Commerce.

The objective of collaboration with private sector stakeholders would be to: 1) understand private sector perspectives around youth, PYD, improved and better targeted TVET curricula/priorities, and the most effective ways to help empower the private sector to grow and create jobs; and 2) to use the results of this engagement to identify optimal types of private sector support from USAID that would help to create and expand the conditions for more rapid absorption of the growing labor force into productive activities. Best practice in youth employment and work readiness programming dictates that the private sector should be engaged from the earliest stages. Some of the projects described in Annex 3 provide examples in this regard.

In summary, this Assessment makes four recommendations regarding stakeholder collaboration:

- Establish a stakeholder's Youth Advisory Group and ensure youth engagement with the group while raising PYD approaches for youth in the National Coordinating Committee (NCCC) on Children aged 10-18.
- Establish a TVET Sub-sector Advisory Group, ensure meaningful youth and private sector engagement and assist them to be more responsive to labor market needs,
- Mainstream youth issues and standardized core youth indicators into all other cooperating partners' working groups.
- Go beyond the stakeholder's Advisory Group approach to engage the private sector directly around PYD and sustainable livelihoods.

VI. CHALLENGES AND OPPORTUNITIES

a. Challenges, Opportunities, and Positive Youth Development

PYD is both a philosophy and an approach. PYD indicators help to measure change and impact. Interventions are designed to strengthen youth outcomes by engaging youth, their families, communities, and governments so that youth are empowered to reach their full potential. PYD, as described in Section 4 and Annex 2, is also an approach that can be used during project and program design to structure activities that enhance sustainability and help ensure specific youth outcomes.

There are multiple examples of the use of an explicit PYD approach within projects, and a nascent but growing evidence base to support it (see Annex 3). For example, a recent study in northern Uganda examined the correlation of developmental assets (youth's perception of their individual strengths, social relationships, supports and opportunities) with concurrent sexual and reproductive health (SRH) outcomes among 10-14 year old adolescents. Researchers found that "youths with higher asset levels were more likely to have accurate HIV knowledge, accurate condom knowledge, the ability to access SRH services and supportive relationships where SRH issues could be discussed. They were also more likely to have the intention of delaying sexual intercourse or using condoms. The asset-SRH linkage was stronger for girls than for boys⁷³."

Many current projects in the USAID/Zambia portfolio strengthen protective factors that aim

Box 5: Challenges - A UN View

The UN Situation Assessment of the HIV Response among Young People in Zambia identifies a lack of emphasis on vocational skills education as a key funding challenge. It stresses a need for messaging that is more sensitive to the needs of female audiences and urges greater emphasis on comprehensive sexuality education in life skills. (USAID, UNICEF and UNFPA do focus on sexuality education). The UN document also urges more youth involvement in program design and implementation, greater targeting of youth sub-groups, and better coverage of rural youth with a focus on health workers' attitudes and knowledge related to young people. The UN observation on skills education was also noted by several Assessment informants and suggests that applying a youth lens, both for specific sector and cross-sectoral outcomes, is an area for USAID to consider for the next CDCS.

With respect to the key conclusions cited above, USAID's portfolio does align with the UN's call for more stress on CSE and the needs of females but could improve its alignment with more emphasis on vocational skills and greater youth involvement in program design via PYD.

to improve the health and well-being of young people, their families and their communities. None uses specific PYD language, however, many apply PYD features, including activities that build assets and agency through family and community system strengthening for OVCs, by promoting normative changes that reduce GBV and empowering girls to resist early marriage.

The question for this sub-section is how PYD concepts, as presented above and in Section 4, can be designed into project components and expressed as expected results. Annex 3 provides a profile of studies that have examined this question and of projects that have made the transition from theory to practice outside Zambia. Tables 2-4 below suggest indicators that could be linked to specific project outcomes. Examples of good practices and projects with successful outcomes are presented below. Box 5 (above) presents a UN view on challenges.

Opportunities to Strengthen Youth Assets and Agency in Zambia

One approach to PYD is to incorporate comprehensive life skills training⁷⁴ (see Box 6) into relevant youth programs, to build youth assets and foster agency as foundational for other sector-specific outcomes. This recognizes that interpersonal skills, conflict resolution, teamwork, communication skills, self-control, problem solving, decision making, self-confidence and self-efficacy are critical to preparing and engaging young people. This includes reducing GBV and early marriage. It involves incorporating culturally appropriate and interactive teaching and learning methods into project activities, including project-based learning via youth groups and recreational or cultural programs. Finally, youth outcomes can be strengthened by training and supporting adults, including service providers and adult volunteers.

The *Programa Para o Futuro Mozambique*⁷⁵ funded by USAID/Mozambique and implemented by FHI 360 under YouthPower Action is an example of this type of project. This youth employability project targets older orphans and at-risk young people. Using a project-based learning approach, participants develop decision-making and problem-solving skills, along with literacy, numeracy and employment-readiness skills. Other objectives include “voice, agency and knowledge” about HIV/AIDS and gender equality.

Box 6: What are Life Skills?

The GRZ integrated life skills education into its school-based HIV prevention programs and life skills is included as one of the four areas of learner competencies to be assessed biannually as part of the national education assessment at the basic education level. Life skills for out-of-school youth are provided by many entities. The usual topics covered by life skills education are illustrated by the Population Council’s life skills curriculum in Zambia that includes: healthy relationships; reasons to delay sex; strategies for delaying sex; being passive, assertive, and aggressive; substance abuse; peer pressure; making good decisions; how to communicate with adults; communicating with a partner; managing stress; conflict resolution and problem solving. From this list of topics, it is clear that several USAID/Zambia projects also address these issues as noted several times in the assessment.

Opportunities to Enable Youth to Contribute to Zambian Society

Box 7: HIV and Females

“High rates of HIV infection among young women are a medical crisis for which there is no purely medical answer. Norms need to be changed. The empowerment of young women has become an essential health priority. Data from Botswana show that just keeping girls in school decreases the rate of HIV infection by 12 percent each year.”

Michael Gerson. *The Washington Post*, 4/22/16

Cultivating youth engagement, mentoring and volunteering, and then mobilizing young people as leaders are critical ways to achieve meaningful outcomes in any sector, but especially in programs where youth are targeted. Young people living with HIV/AIDS may be critical providers of support for other young people (Box 7). Young people who volunteer to help conduct assessments, lead youth clubs, or reproductive health efforts are developing marketable skills that might lead to future employment. They are also key informants that can help contribute to the design and delivery of effective interventions. USAID could identify opportunities to integrate such activities into projects and adopt indicators to monitor PYD outputs and impact.

One example of such an effort is USAID/Morocco's Local Governance Program (LGP) implemented by RTI International. "A platform for dialogue between citizens and their communes,"⁷⁶ the LGP program provided training to young people in local associations in skills such as communications, participatory planning, and negotiation. As a result, they are better equipped to participate in discussions with local community leaders. Ultimately, the young people trained through the LGP helped to establish Youth Councils with the ultimate goal of institutionalizing them into local governance structures.

Opportunities to Strengthen the PYD Enabling Environment in Zambia

The purpose of this section is to explain what is meant by an enabling environment for youth and to provide some examples of how development practitioners have approached this in other countries. A strong youth enabling environment can be fostered by programs that include specific interventions that support the institutions, structures and relationships that surround youth. This may involve promoting family or caregiver relationships, seeking ways to promote caring school environments and promoting community norms that value young people and gender equality. Helping service providers to enact youth-responsive programs and services is also vital. An enabling environment should also include youth-friendly laws and policies. One way to improve the enabling environment may be as simple as creating clean and safe spaces for young people to grow and thrive. Many USAID/Zambia projects already integrate strategies to build more enabling environments for young people. The District-based Coverage of Health Project (DISCOVER-Health), Sexual and Reproductive Health for All Initiative (SARAI) and Safe Motherhood 360+ project are a few projects chosen as examples of those that can help local service providers ensure youth-responsiveness.

USAID's Safe Schools Program⁷⁷ exemplifies this type of approach, using gender strategies to try to eliminate school-based gender violence in Ghana and Malawi (during the pilot project). The program identified and addressed interventions at each level, seeking to address the systemic factors that lead to school-based violence and enhance girls' success in schools. Thus, interventions were aimed at boy and girl learners, teachers and schools, local communities, and the Ministry of Education. The program also developed a national-level advocacy and policy network.

USAID/Uganda's Responsible, Engaged and Loving (REAL) Father's Initiative⁷⁸ developed and tested interventions to reduce intimate partner violence and harsh punishment of children among young fathers (aged 16-25) in post-conflict northern Uganda. The key components included: 1) a mentoring program for young fathers to build relationship skills and positive parenting practices, and 2) a poster series that used emotion-based messages to promote reflection on inequitable gender norms and domestic violence. Mentors meet with young fathers participating in the project once a month for six months (four individual sessions and two couple sessions with their wives). Mentors also invited fathers to attend six-monthly group discussions with other young fathers and their mentors. The package of interventions included a community action cycle, radio dramas and village health team services that, together, were shown to reduce levels of GBV-accepting attitudes while having a positive correlation with gender equality, partner communication and use of family planning services.

Safe spaces for youth to thrive also benefit communities, especially rural ones where USAID-funded projects support smallholder farmers, MSMEs and work to increase agricultural productivity. Some youth have a negative view of agricultural production since it is associated with backbreaking work and a subsistence lifestyle with few or no amenities. Attempts to "rebrand" agriculture often focus on making it more financially rewarding to reflect a new more positive reality offering a pathway out of poverty. Such incentive-based rebranding has been shown to be more successful⁷⁹ when complemented by youth-focused community activities such as better equipped football teams, local movie theaters (often outdoor or in tents) using solar power, community drama clubs, youth centers offering sewing, soap-making, hair dressing and other skills in addition to on-farm skill building. The MYSCD resettlement program is an example. Enhancing this type of synergy could be a quick win for some current USAID-funded projects.

b. Opportunities by Sector Identified by Stakeholders

There is a broad consensus among stakeholders that most current USAID activities need to be continued and, when possible, strengthened. This sub-section summarizes specific opportunities and needs that were identified by various informants and in some cases also by youth that participated in the FGDs. The list below and Tables 3-5 provide more specifics and suggest alignments with PYD.

The following comments and recommendations were made during interviews with representatives of the identified entities and some suggest opportunities for action. The brief quotes and para-phrasing below is provided to share direct observations from those interviewed.

Education and Training

- SARAI: teachers of TVET need to upgrade their own skills (technical and pedagogic) and in some cases may also offer a conduit for the delivery of family planning information in schools.
- CHAZ: better strategies and more resources are needed to reduce school drop-out rates.
- USAID: surveys need to track who is trained in what areas to improve targeting and assessments.
- ILO: more opportunities are needed to train incarcerated youth. PYD and microenterprise are especially important for remand centers in Mazabuka, Ndola, and Livingstone. Incarcerated youth also need better access to health care as part of a holistic approach to promote behavioral modification and provide second chances. Zambia Rising and Marie Stopes offered the view that meaningful youth engagement in the assessment, design and delivery of services makes for better outcomes and better programs. Those interviewed added that human-centered design places value on a process that achieves better results. However, it requires a more significant investment of time and resources.
- Community Rising: continue to build capacity and provide greater ongoing support to community volunteers who continue to provide many of the direct services to families and young people, including orphans and other vulnerable children.
- UNFPA: guidance counselors need to focus more on jobs and need training about how to help youth identify sustainable sources of livelihoods, building on USAID support to guidance counselors.
- Ministry of Health: evidence gaps need to be closed around substance abuse and some STI indicators within the ministry.
- NAC: opportunities to build public-private partnerships (PPP) to combat HIV need to be seized and the GRZ needs a PPP strategy that goes beyond corporate social responsibility to make private businesses full partners in combating HIV.
- Population Council: need to identify new points of entry to combat HIV since infection rates risk rising again as people adjust to current risk levels as normal and spikes occur in infection rates; there is an opportunity for bolder strategies but GRZ needs to be convinced to allow more sex education in schools and at younger ages. There is also a great opportunity to test emerging girls' education and empowerment models and consider their implications for application and outcomes for boys. More public investment for these initiatives is needed.

Economic Development

- Zambia Rising: more internships and entrepreneurship training is needed⁸⁰ as well as more efforts to align TVET with the labor market.
- Multiple sources: more support for formal and non-formal TVET instruction and nimble approaches needed to train youth in what they need to know and how they can apply it to earn income.
- Population Council and Zambia Rising: build evidence base that economic empowerment interventions lead to better health and HIV outcomes.
- ILO: more support is needed to promote livelihoods for unskilled labor.

Civic Participation

- USAID: more low cost civic participation initiatives could help with PYD, for example, via workshops, community radio, youth debates, youth camps, essay competitions and support for youth-led local organizations. Basic facilitation, project design and management training for young people via clubs or other youth groups at a community level can have a profound impact and help to build networks of young leaders engaged in community change. This provides a youth-driven foundation from which to build larger efforts to promote civil society and political engagement.
- NGOs: Zambia has a national service program but it is too militarized. A youth volunteer program, especially for unemployed graduates, focused on community service could help youth transition from school to work and build their self-confidence and their resumes⁸¹.

Other

- Ministry of Community Development: social cash transfer projects need to be expanded to all districts to provide a minimal social safety net for those suffering from extreme poverty (182,000 households are now being helped).⁸²

c. Opportunities to Integrate PYD into Key Sectors

By revising the SNDP to increase the focus on job creation, GRZ signaled a change in its strategy. The revised government policy, as expressed in the AP-YEE states that: “The R-SNDP marks a major government shift from an expected employment trickledown effect and reliance on direct micro-interventions (program-generated employment) to purposefully growing jobs out of the economic growth process (growth-mediated employment).

The GRZ reoriented its policies and programs to align them with this new understanding. It 1) integrated employment concerns into macro-economic and sectoral policies, 2) identified and prioritized six sectors where it believes Zambia has the greatest job creation potential (agriculture, livestock and fisheries, tourism, construction, manufacturing and energy/mining), 3) tried to increase investments in more labor-intensive sectors such as feeder roads, and 4) is accelerating reform of the labor market⁸³ by strengthening vocational skills and expanding apprenticeships. Finally, the AP-YEE notes that even if there is rapid economic growth, youth unemployment and poverty will remain as major issues unless the following are addressed: gender disparities, school-to-work transition difficulties, the mismatch between skills and labor market demand, labor exploitation/child labor and what is described in the document as Zambia’s “poor work culture” (e.g., timeliness, cooperation, productivity)..⁸⁴

Table 2: Selected USAID-funded Health Projects and PYD

Selected Illustrative Health Projects	Selected Key Health Project Objectives	Examples of Ways to Integrate PYD
Community Rising	<p>Improve quality of OVC services</p> <p>Systems strengthening</p> <p>Improve child well-being and reduce vulnerability</p>	<p>Already employs multiple PYD approaches: builds on existing community assets, strengthens family systems, provides life skills education, and applies life cycle/developmental approaches.</p> <p>Opportunities: Engage older OVCs into design of community interventions by providing project management and leadership training. Incorporate feedback and evaluation of services from program participants.</p> <p>Possible indicators:</p> <ul style="list-style-type: none"> • Number of at-risk youth trained in social or leadership skills through USG assisted programs (F indicator). • Number of youth with increased self-efficacy at the conclusion of USG supported training/programming • Percentage of youth with (self-reported) increased family support

Table 2: Selected USAID-funded Health Projects and PYD

Selected Illustrative Health Projects	Selected Key Health Project Objectives	Examples of Ways to Integrate PYD
		<p>at the conclusion of USG supported training/programming</p> <ul style="list-style-type: none"> Percentage of youth with (self-reported) increased community support at the conclusion of USG supported training/programming.
<p>Zambia Family Activity (ZAM-FAM)</p>	<p>Increased household resilience</p> <p>Improved health, education, protection and care for OVC (Improved child wellbeing status)</p> <p>HIV prevention, mitigation and care</p> <p>Increase capacity of government and community structures</p>	<p>Already employs multiple PYD approaches: works to address children and adolescents holistically by intervening at household and community level. Organizes young people into peer action groups, youth clubs, and savings groups. Supports health, education and economic outcomes. Provides peer support groups for PLHIV. Mobilizes peer educators as resources on sanitation, ARSH and HIV.</p> <p>Opportunities: Provide young leaders or exceptional program participants the opportunity to apprentice with or be mentored by community mobilizers and/or project leaders. Incorporate technology or mobile technology training into savings groups or youth clubs. Include a sustainability plan that builds a network of youth or kids clubs and young leaders. Develop an evaluation strategy that asks young club members and leaders for feedback on program strategies and outcomes.</p> <p>Possible Indicators:</p> <ul style="list-style-type: none"> Number of at-risk youth trained in social or leadership skills through USG assisted programs (F indicator). Percentage of youth with increased coping skills at the conclusion of USG supported training/programming Percentage of youth with increased positive beliefs about their own future at the conclusion of USG supported training/programming Percentage of youth with leadership roles in: Advocacy, Mentorship (youth as mentors), Volunteering, Youth-focused Clubs Percentage of youth with improved bonding with members of community at the conclusion of USG supported training/programming Percentage of youth with (self-reported) increased family support at the conclusion of USG supported training/programming Percentage of ____ (depending on program, may be teachers, parents, community members) that report increased beliefs that youth have a positive value in society.
<p>Zambia Community HIV Prevention Project (Z-CHPP)</p>	<p>Mitigation of risky behavior by priority populations</p> <p>Increase referrals from community programs to high impact services</p> <p>Community adopted actions to reduce young women's vulnerability to HIV, unintended pregnancy and</p>	<p>Program is designed to gather age disaggregated data and priority population information. Works with existing schemes to help keep girls in schools. Works with Ministry of Community Development to promote life skills with income generating activities. Identifies cultural gatekeepers and works with traditional leaders to promote behavior change. Working with wide range of current partners with demonstrated PYD expertise (YWCA, Marie Stopes, etc.).</p> <p>Opportunities: Work more with boys on life skills/asset building, specifically on changing behavior and attitudes about alcohol. Incorporate mobile technologies or social media strategies where</p>

Table 2: Selected USAID-funded Health Projects and PYD

Selected Illustrative Health Projects	Selected Key Health Project Objectives	Examples of Ways to Integrate PYD
	<p>GBV</p> <p>Strengthen capacity of local stakeholders to plan, monitor evaluate and ensure the quality of prevention services.</p>	<p>appropriate. Engage further with traditional leaders and discordant married couples. Develop a project advisory group that includes various community stakeholders, including young people that have benefitted from previous partners' services to provide input and feedback on project implementation.</p> <p>Possible Indicators:</p> <ul style="list-style-type: none"> • Percentage of youth with increased coping skills at the conclusion of USG supported training/programming • Percentage of youth with increased positive beliefs about their own future at the conclusion of USG supported training/programming • Percentage of youth with improved bonding to with members of school at the conclusion of USG supported training/programming
DREAMS Partnership	<p>Reduction of HIV incidence</p> <p>Increase use of HTC services</p> <p>Increase community mobilizing and norms change</p> <p>Stronger families</p>	<p>Program is already: Employing multi-sector approaches and improving the well-being of girls as a central goal. Works at multiple capacity building levels and addresses structural drivers, (i.e., seeks to empower girls and young women as well as mobilize communities and strengthen families). Seeks to engage, mobilize, and empower girls and young women. Via innovation challenge, already incentivizes leadership on the part of small, community-based organizations. Innovation winners include promoting mentoring programs in public libraries and engaging men. Well-designed project, overall.</p> <p>Opportunities: Support the development of a network of young women leaders who benefit from program interventions to provide feedback and input on interventions, using social media or technology where appropriate. Link young women to mentors specifically in science, engineering or technology careers. Provide preparation and support for meaningful youth participation in DREAMS advisory group(s). Create opportunities for DREAMS leaders to connect across country programs.</p> <p>Possible indicators:</p> <ul style="list-style-type: none"> • Percentage of youth with increased positive identity at the conclusion of USG supported training/programming • Percentage of youth with leadership roles in the following: • Percentage of ____ (depending on program, may be teachers, parents, community members) that report increased beliefs that youth have a positive value in society. • Checklist of characteristics that make facilities/services "gender responsive" (See Annex 2) • Percentage of youth with increased feeling of safety in their physical environment

Table 2: Selected USAID-funded Health Projects and PYD

Selected Illustrative Health Projects	Selected Key Health Project Objectives	Examples of Ways to Integrate PYD
SARAI	<p>Increase availability of family planning and RH services</p> <p>Improve service delivery through systems strengthening and accountability</p>	<p>Program already gathers age disaggregated data. Employs youth mentoring and career experiences through school break internships in their district offices. Following internships, young people become “youth champions.” For project implementation, don’t on rely youth friendly corners, rather meet youth “where they are” and distribute family planning methods through traditional healers. Working with Peace Corps on Camp GLOW (leadership training for girls).</p> <p>Opportunities: Develop more structured training and follow-up educational and leadership opportunities for youth champions. Gather their input on program interventions and innovative ways to improve service delivery. Safe Mother Action Groups (SMAGs): Many of these members are young mothers and many reach younger/teenage mothers. Provide non-formal education/training and project design training to women in these groups to help them further their work as community champions.</p> <p>Possible indicators:</p> <ul style="list-style-type: none"> • Percentage of youth with increased self-regulation skills at the conclusion of USG supported training/programming. • Percentage of youth with increased positive beliefs about their own future at the conclusion of USG supported training/programming • Percentage of youth with increased opportunities for prosocial involvement in community at the conclusion of USG supported training/programming • Percentage of youth with (self-reported) mentors at the conclusion of USG supported training/programming • Youth friendly services • Gender responsive services

Table 2: Selected USAID-funded Health Projects and PYD

Selected Illustrative Health Projects	Selected Key Health Project Objectives	Examples of Ways to Integrate PYD
Stop GBV Prevention and Advocacy	<p>Decrease acceptance of GBV and early child marriage in the community</p> <p>Increase protective factors against GBV</p> <p>Improve an enabling environment to prevent and respond to GBV and ECM</p>	<p>Project already gathers age specific information. Employs multi-sector approaches to improve well-being. Supports Camp GLOW in 16 camps plus mentoring afterward. Involves boys and training peer educators via ELITE sports camps and Young Men's Empowerment Program. Supporting community conversations/dialogues to involve parents and traditional leaders. Engaging school and community activists. Engaging youth as educators through theatre.</p> <p>Opportunities: Prepare and support young leaders as well as adults to work together effectively in district level coordination committees (or via gender sub-committees). Incorporate mobile technology, social media/messaging training for youth peer educators. Expand work with young people with disabilities and survivor networks to continue to help them be agents of change.</p> <p>Possible indicators:</p> <ul style="list-style-type: none"> • Proportion (%) of youth with increased ability to recognize and respond positively to emotions at the conclusion of USG supported training/programming • Percentage of youth with increased positive identity at the conclusion of USG supported training/programming • Percentage of youth with increased positive beliefs about their own future at the conclusion of USG supported training/programming • Percentage of youth participating in the following: • Advocacy, Mentorship (youth as mentors) • Percentage of youth represented in _____" (i.e. youth council, municipal, local, Parliament etc.).
Zambia Rising	<p>Strengthen human resources for improved OVC service delivery</p> <p>Support ministerial, private sector and NGO collaboration at national and district level</p> <p>Foster enabling OVC policy and regulatory environment</p> <p>Build capacity of local NGOs implementing Community Rising and Data Rising</p>	<p>This project was attempting to incorporate a number of PYD practices, but at the time of our meeting, was refocusing the project. One focus area of note was capacity building for social welfare workers. Field building and professionalization of the group committed to promoting the protection, well-being and strengthening of children and young people is a common challenge area in many countries, and this project attempts to address that by strengthening the Social Workers Association of Zambia (SWAZ). In addition, the project promotes multi-sector collaboration. Attempted to develop private sector-driven job marketplace and linking OVC to training and work opportunities.</p> <p>Opportunities: As part of the critical field-building and professionalization of social work as a field that AIHA is doing through their Para Social Worker Training Programming, they may identify ways in which young community leaders or activists can participate in career shadowing or receive mentoring from practicing social workers. The work of social workers is often not well understood and presents a career path for young people who become interested and engaged in supporting children and youth in</p>

Table 2: Selected USAID-funded Health Projects and PYD		
Selected Illustrative Health Projects	Selected Key Health Project Objectives	Examples of Ways to Integrate PYD
		<p>their community. Outreach to young people in secondary school or those involved in current community-driven activities may identify and create opportunities for new people interested in social work as a career. Additionally, they may identify ways to incorporate technology for novice social workers to obtain peer supervision and mentoring virtually.</p> <p>Possible indicators:</p> <ul style="list-style-type: none"> • Percentage of youth with increased coping skills at the conclusion of USG supported training/programming • Percentage of youth with increased ability to plan and set goals at the conclusion of USG supported training/programming • Percentage of youth with increased opportunities for prosocial involvement in community at the conclusion of USG supported training/programming • Percentage of youth with (self-reported) mentors at the conclusion of USG supported training/programming

Table 3: Selected USAID-funded Economic Development Projects and PYD		
Selected Economic Dev. Projects	Selected Key ED Project Objectives	Examples of Ways to Apply PYD to Economic Development Projects
Better Life Alliance	<p>Public-private partnerships strengthening links between smallholder farmers and markets; improves agricultural extension services; helps farmers obtain inputs; trains farmers in conservation; promotes agricultural diversity</p> <p>Project Ended</p>	<p>Opportunities (if a new project addresses similar topics):</p> <ul style="list-style-type: none"> • Explicitly target smallholder farmers aged 20-24 for inclusion • Build Future Farmers groups to strengthen youth assets • Devise ways to increase youth and youth-led organizations' participation in project monitoring and evaluation as field surveyors, data aggregators, interns working with assessment teams and as analysts. • Set up youth internships in private partner entities • Set targets for gender and youth equitable youth inclusion. • Target youth laborers (e.g., farm hands, irrigation ditch diggers, carpenters) via outreach for functional literacy; health and hygiene on-site training; farm implement repair and fabrication) <p>Possible Indicators</p> <ul style="list-style-type: none"> • Disaggregate by age cohort for number of youth affected • Number of youth participants by age cohort in youth-led groups • Number of private-sector youth internships set up and share of those who were retained at internship site afterwards or found other work • Baseline and post-initiative time per week spent by youth engaging in M&E of projects • Number and duration of youth-focused initiatives for youth laborers receiving in-service short-term training to enhance their skills and incomes

Table 3: Selected USAID-funded Economic Development Projects and PYD		
Selected Economic Dev. Projects	Selected Key ED Project Objectives	Examples of Ways to Apply PYD to Economic Development Projects
Community Forests Program	Empowers local communities to lessen the drivers of deforestation; promotes sustainable livelihoods for forest-dependent communities	<p>Opportunities</p> <ul style="list-style-type: none"> • Seek out youth champions to promote forest conservation linked to their own livelihoods; • Engage youth explicitly in forest community households by sponsoring youth-friendly activities; • Engage school teachers to organize special classroom activities on forests; • Identify technical skill deficiencies and work with TVETs to align curricula with skill needs for youth. <p>Possible Indicators</p> <ul style="list-style-type: none"> • Number (and %) of youth champions by age • Number of youth-friendly activities and number of youth that participate in them • Increased positive beliefs about their own future at the conclusion of training/programming • Number of local TVETs that agree to include community forestry vocational skills training as part of their curricula and number of trainees exposed to forestry information
FtF Policy Strengthening Project	Improves policymaking via applied agricultural economic research and supports policy analysis, outreach and capacity building for the Indaba Agricultural Policy Research Institute (IAPRI) to help government achieve its R-SNDP goals.	<p>Opportunities</p> <ul style="list-style-type: none"> • Request IAPRI to disaggregate data by youth age cohorts; • Promote research that is youth-focused, including addressing the issue of youth's too often negative attitudes towards agriculture as a career choice; • Consider setting up a Youth for Agriculture Advisory Committee of youth attending agricultural training institutions and have them contribute to research priorities that reflect their issues. • Consider scholarships for young researchers prepared to do a thesis on topics of interest to USAID on youth in agriculture • Provide internship stipends for youth and attach them to IAPRI • Consider sponsoring agricultural research competitions with prizes for the most innovative ideas; publicize results to enhance status of the agriculture sector <p>Possible Indicators</p> <ul style="list-style-type: none"> • Number of indicators disaggregated by age by IAPRI • Whether a youth advisory committee was established, how often it meets and whether it is viewed by IAPRI as having value over time • Number of theses on topics of interest to USAID • Number and duration of youth interns at IAPRI • Number of research competitions and whether the results merited the initiative
Mawa	Improves economic resilience of vulnerable households to promote food security, increase value of their assets and use assets effectively linking them to agricultural value chains to improve nutrition, reduce poverty and improve farming skills.	<p>Opportunities</p> <ul style="list-style-type: none"> • Project already benefits youth aged 10-24 and could assess how benefits accrue by age cohort to see if targeting by different age groups leads to better results. • Ensure youth involvement in demonstration projects, when new technologies are introduced and during assessments • Include youth and provide functional literacy and hygiene sessions during all farmer skills training • Identify skills gaps TVET (by type, duration, purpose) could accelerate post-training incomes and then seek out TVET

Table 3: Selected USAID-funded Economic Development Projects and PYD		
Selected Economic Dev. Projects	Selected Key ED Project Objectives	Examples of Ways to Apply PYD to Economic Development Projects
		<p>opportunities for targeted youth.</p> <ul style="list-style-type: none"> • Work at intertwining youth into value chains as the project has done for women • When building productivity through technology, ensure youth participate • When building smallholder cooperatives be sure that youth are integrated; consider youth cooperatives for niche market items • Sponsor youth farm days where in and out-of-school youth tour model or most successful farms to learn about farming business. <p>Possible Indicators</p> <ul style="list-style-type: none"> • Number of youth included in demonstration projects • Number of youth benefiting from new technologies • Number of times skills training offered to youth in hygiene, functional literacy and soft skills, number of participants and number of training hours delivered specifically to youth by cohort • Number of TVET opportunities identified and used by youth • Number of youth-specific farm cooperatives assisted • Increased interpersonal skills at the conclusion of training/programming.
PROFIT+	Connects agricultural input suppliers with output markets and builds value-added rural enterprises linked to value chains.	<p>Project does not explicitly assess or target youth but, of course, some youth benefit. Youth are not a focus in the USAID contract and the team works to meet contract requirements. This was mentioned by more than one informant.</p> <p>Opportunities</p> <ul style="list-style-type: none"> • Thus there is scope for USAID to add pro-active youth strategies and require youth indicators. For example: • Determine approximate ages of input suppliers and focus on those aged 24 or less • Encourage larger suppliers to develop mentoring relationships with youth sub-suppliers (sub-contractors) to help them build business acumen • Organize special secondary school events where input suppliers explain to youth in forums how they got started in the business, the skills and capital needed and where there may be opportunities for new entrants <p>Possible Indicators</p> <ul style="list-style-type: none"> • Number of youth input suppliers assisted • Number of larger suppliers that develop mentoring relationships and offer sub-contracts to youth-owned input supply businesses • Number of presentations at secondary schools by input supply business owners explaining how they started and built their businesses
Strengthening Input and Output Markets in Africa (SAIOMA)	This regional project strengthens the capacity of rural agro-dealers to supply improved inputs and has a cross-sector focus on gender and farmer-organization capacity building.	<p>Opportunity</p> <p>Although USAID project support ended in May 2016, the local NGO Nutri Aid Trust Ltd. continues this work and is open to engaging with USAID-funded projects with respect to initiatives to promote more youth involvement in agriculture and agri-business and could identify TVET gaps.</p>

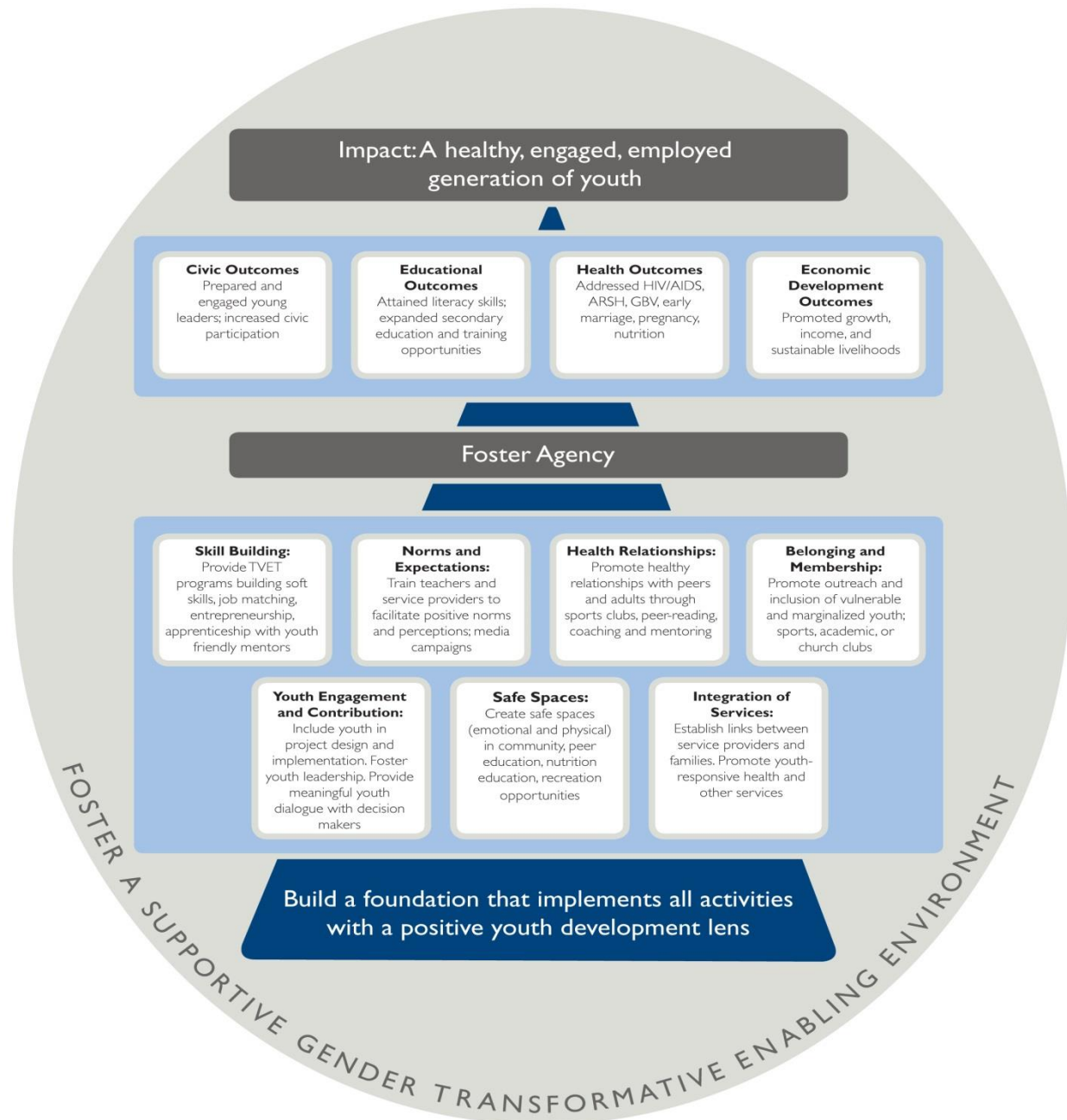
Table 4: DRG and PYD

DRG Project	DRG Project Objectives	Examples of Ways to Apply PYD to DRG Projects
Fostering Accountability and Transparency in Zambia (FACT-Zambia)	<p>Improved citizen participation leading to better service delivery, more strategic partnerships with civil society organizations, and greater engagement with government on public services.</p>	<p>Project is already engaging women and youth leaders in civic activities related to service delivery.</p> <p>Opportunities:</p> <ul style="list-style-type: none"> • Incorporate training for local organizations and civil society groups on youth/adult partnerships. • Project design and management training for young leaders to facilitate community improvement projects. • Partner with YALI fellows (if not already) to provide training and engagement with local young people. <p>Possible Indicators:</p> <ul style="list-style-type: none"> • Number of youth who participate in civil society activities due to social or leadership skills training or initiatives from USG assisted programs (F indicator). • Proportion of youth (%) represented in youth council, municipal, local, Parliament etc. • Number of youth actively engaged in community decision-making processes, program design, implementation, community service etc.
Young African Leaders Initiative (YALI)	<p>Provide internships, training and mentoring experiences for young Zambian professionals likely to become future change agents and drivers of civic action.</p>	<p>The YALI Initiative (of which the Mandela Washington Fellowship, hosted by the University of South Africa, is one component) empowers young people through academic course work, leadership training (internships and mentoring) and networking via an online networking platform. The regional leadership center provides leadership training, mentoring and networking opportunities for young people who have not been selected for the Mandela Washington Fellowship.</p> <p>Opportunities:</p> <ul style="list-style-type: none"> • Exposing Fellows to US-based advocacy, human rights and good government organizations that target youth to help participants generate new ideas about how to broaden and deepen PYD once they return to Zambia. • Expose them to technologies that facilitate political and civic participation, including, for example, ways to boost voter registration among 18-24 year olds who have the lowest registration rates in Zambia. <p>Possible Indicators:</p> <ul style="list-style-type: none"> • Number of youth who participate in civil society activities due to social or leadership skills training or initiatives from USG assisted programs (F indicator). • Proportion of youth (%) represented in youth council, municipal, local, Parliament etc. • Number of youth engaged in community decision-making processes, program design, implementation, community service etc.
Zambia Elections and Political Processes (ZEPP)	<p>Build confidence in electoral systems by facilitating constructive participation by citizens and civil society</p>	<p>This project is already seeking to build a more inclusive and representative voter registration process, as well as placing an emphasis on first time voters, youth, women, people with disabilities and other marginalized groups.</p> <p>Opportunities:</p>

		<ul style="list-style-type: none"> • Expanding civic and voter education to build partnerships with other organizations and youth leaders working with young people. • Build connections between voting and issue driven efforts (such as health or gender). • Aim to connect voting behavior with issues important to young people, as well as to use project-based learning to promote community and civic involvement for young people. <p>Possible Indicators:</p> <ul style="list-style-type: none"> • Number of youth who participate in civil society activities due to social or leadership skills training or initiatives from USG assisted programs (F indicator). • Proportion of youth represented in various entities/councils • Number of youth actively engaged in community decision making
Women at Work Activity	Supporting young Zambian women with professional development opportunities through mentorship and internships	<p>Women at Work is implemented in partnership with the Zambian Ministry of Gender and is targeting young women in Lusaka, Copperbelt, Eastern and Southern Provinces.</p> <p>Opportunities:</p> <ul style="list-style-type: none"> • Mandela Washington Fellows are already exposed to U.S. based institutions during the six-week academic institute but there is need to extend this exposure to Africa based institutions once fellows return home. • For the Regional Leadership Centre and Women at Work activities, consider engaging the participants in other youth focused activities in USAID and with partners. <p>Possible Indicators:</p> <ul style="list-style-type: none"> • Number of youth who participate in civil society activities due to social or leadership skills training or initiatives from USG assisted programs (F indicator). • Proportion of youth (%) with leadership roles in the following: mentoring, volunteering, youth-focused clubs, • Proportion (%) of youth with (self-reported) mentors at the conclusion of USG supported training/programming.

The discussion of challenges and opportunities above examines components of a holistic PYD strategy that applies foundational elements of PYD to the active portfolio of USAID projects. (Figure 2) Such a youth strategy empowers youth and offers the prospect of a successful transition to a thriving adulthood.⁸⁵

Figure 2: A Holistic PYD Framework for Zambia



d. USAID's Comparative Advantages in Youth Programming

USAID has demonstrated expertise and reach in the health sector, young people are already a critical target population and PEPFAR already disaggregates information by age. Thus it may be possible to begin to map the landscape through a quick project survey questionnaire and then respond strategically by integrating PYD features. USAID projects have a head start in PYD and an opportunity to become more focused, intentional, and measurable.

USAID has demonstrated success in prioritizing local partnerships. When USAID/Zambia made it a specific and intentional goal to increase their work with local partners, they leveraged their significant weight as a

major donor and created a critical springboard to build local capacity. This is a key on-ramp to expand the quantity and quality of work with youth-led organizations and local partners.

USAID has demonstrated leadership and expertise on OVC programming. The USG ten percent commitment of PEPFAR funds dedicated for OVCs over the last ten plus years has led to significant lessons learned, including programming and evaluation experience for complex, multi-sector programming. OVC programming offers an example of the mindset shift USAID has led that occurs when programmers place the well-being of a child or young person at the center of their development goals. Comparative advantage can be leveraged and value added by reducing vulnerability further.

USAID has demonstrated success and leadership in gender transformative programming. USAID/Zambia has expertise in supporting holistic, cross sector interventions that address GBV and early child marriage. This yields a comparative advantage in programming that aims to transform gender norms and address challenges and inequalities by incorporating many elements similar to PYD features. The comparative advantage provided by PYD approaches is to help these programs move beyond mitigating risk and avoiding negative outcomes to push the envelope toward helping young people achieve their fullest potential.

VII. YOUTH PROGRAMMING AND THE FUTURE

USAID/Zambia's current CDCS is implicitly well-aligned with the NYP (see Annex 4). Youth represent a significant portion of current beneficiaries and current USAID-funded projects already include PYD features. Therefore, a new CDCS with an explicit youth focus and youth participation in design and implementation activities (see Annexes 3 and 5) would represent more of a shift in the conceptual framework and targeting of development assistance rather than a major strategic shift.

Youth Capacity Building, Employment and Sustainable Livelihoods

There is, of course, a strong correlation worldwide between the level of a nation's development and the capacities of its citizens. In Zambia, about 80 percent of the population has not completed secondary school and a third are not literate. The TVET sector suffers from capacity, quality and other deficiencies. USAID has focused on early grade reading, critical health interventions and reducing rural poverty. Human capital development has been one of the three overarching USAID Development Objectives driving project design in all of these areas. USAID's Youth in Development policy asks all Missions to "mainstream youth across their portfolios, [adopt] ... intentional youth development and ... strategically reorient its ... activities" The PYD approach is focused on the foundational capacities of youth that underpin their ability to become thriving adults. The next CDCS, could consider a youth focus that sustains the current vital work with early grade reading and health, integrates PYD features into the portfolio and then builds both a bridge to a better future (capacity building) and an environment where youth can actually find their road out of poverty (livelihoods-building projects that generate employment).

Building the bridge (Get Ready, Get Set)

The April 2009 USAID/Liberia Youth Fragility Assessment⁸⁶ conceptualized youth capacity building as a three-stage process where youth need to "get ready, get set and go!" Youth "get ready" through literacy and numeracy development; by learning how to learn and through life (soft) skills, improving work habits and hygiene, gaining access to SRH information, developing leadership skills, etc. PYD features focus strongly on "getting youth ready." Youth "get set" through formal and non-formal vocational and technical training; entrepreneurship training; teacher training; and secondary and tertiary education, gaining academic, technical and other hard skills. PYD builds the foundation to empower youth to "get set" by strengthening their cognitive, behavioral, social and other basic assets.

Traditional projects that build TVET schools' training capacity have their place but flexible, nimble, results-oriented training linked directly to the private sector, job creation and productivity offers a more dynamic

alternative (or supplement) and has a positive evidence base.⁸⁷ Without improved TVET provider capacities (including curriculum reform and training of trainers incorporating a better understanding of adolescent development and strategies to support youth), efforts to stimulate private-sector development for youth job creation will continue to be constrained by the quality of the labor pool. This represents a major opportunity for USAID in partnership with the GRZ and other development partners going forward.

Project activities could be designed in the next CDCS (and in some cases added to current projects) to:

- Train youth for unfilled existing jobs. Facilitate TVET skills acquisition to increase access of MSMEs (for example) to a more productive labor pool, thereby accelerating MSME growth (e.g., along targeted value chains) that, in turn, can generate more employment. Survey MSME job trends in target sectors and provinces, identify demand and opportunities, offer to cost-share training for unmet needs and facilitate on-the-job learning and pair youth with mentors that can help develop the soft skills employers need, so that youth are retained in the jobs after training.
- Train youth for potential jobs where market indicators suggest strong demand. Training could be funded by a grant from a current or future USAID project after identifying market needs. For example, borehole maintenance and farm implement repair have been mentioned as hard to find skills. This should be coupled with training in soft/life skills to ensure youth also have the required social and emotional skills to function in the workplace. A rapid labor market survey linked to value chains already targeted by USAID could identify new opportunities and target youth.
- Train already employed youth inside businesses linked to already targeted value chains to improve workforce quality and productivity. For example, start-up businesses demonstrating good potential could benefit from in-house technical trainers/coaches to conduct ongoing in-house training and to advise on productivity enhancements. Each trainer technician could be assigned to two or three related businesses and teach valuable technical as well as soft skills through a mentorship model.
- Deliver training workshops for targeted youth to meet technical and soft skill and knowledge gaps. For example, a short course on Financial Management for Non-Financial Managers can benefit MSME business managers charged with oversight of financial operations. TVET providers should also be invited to such workshops so MSMEs and TVET providers can interact to promote a common understanding of financial management and additional training needs as well as build professional relationships to promote TVET providers alignment with market demand.
- Seek out innovative and unconventional training approaches. Develop more easy to use, culturally relevant curricula and reference guides that address basic skills building needs for use by peer educators in youth clubs, future farmer clubs, etc. Test innovations like using community radio where available to provide oral skill training linked to visual aids distributed in advance to youth clubs and others for non-literate learners who come together at youth centers with peer educators guided by the radio broadcast. Test innovations like mobile skills buses equipped with tools, pamphlets, relevant technologies and trainers to bring skills to isolated areas. Programs sometime start with skills training and then show a football game or film to attract a crowd (using local equipment or an on-board video system). The buses can travel among youth centers on a fixed schedule with advance secure parking arrangements.

For current projects, USAID partner staff could assess the needs, capacities and strengths of their respective projects regarding these different training approaches, determine whether some are more cost effective than others in specific Zambian contexts and determine the optimal mix of training within the framework of overall project objectives. This will enable project staff to respond to opportunities as they arise based on the needs of each MSME and/or the overall needs of the value chains. For future projects, the design process could focus on training needs from the perspective of individual MSMEs, from the perspective of detailed

labor market assessments that focus on specific value chains (national labor market assessments have more limited value since they are often too general and already outdated by the time they are reviewed and published). The goal would be a PYD approach that incorporates a Mission wide training strategy both from the perspective of youth and (for MSMEs and the formal sector) their employers. A training strategy would also include training for improved productivity and livelihoods for smallholders such as already occurs on-farm and in other rural settings.

Paving the road out of poverty (Go!)

A key objective of the next CDCS could be to maximize the number of youth jobs created (incomes generated) based on a calculation of full-time equivalents (FTE) and (when feasible) income levels. USAID/Zambia's project activities already create jobs and increase incomes by strengthening value chains and MSMEs⁸⁸, thereby stimulating the demand for labor, increasing productivity and reducing poverty. The shift in the next CDCS would be to target youth explicitly, shift more heavily towards a private-sector driven youth incomes strategy and align training optimally toward this goal. Activities that build on and complement the types of training suggested above, some of which intertwine youth and value chains, include, for example:

- Private sector work internships⁸⁹ that put youth into jobs, sometimes with a subsidy to the hiring entity for a fixed period (e.g.; 50% of wage for 6 months and 25% for a further six months)
- A national, provincial or district-wide youth job corps initiative possibly starting in one district and then scaling-up based on lessons learned
- A non-military national volunteer program with incentives to join (this can be especially attractive to unemployed tertiary graduates wanting to gain on-the-job experience). This can also incorporate workforce development goals.
- Rural off-farm artisans projects that seize off-farm value chain opportunities and support existing MSMEs in non-farm areas, thereby helping to build the broader enabling environment (e.g., farm implement fabrication, storage facility construction, youth input suppliers, and also bakeries, motor bike repair, furniture making, tanning, quilting) to create new jobs for youth
- Partner with more youth groups to enable them to establish income-generating activities for their members
- Business coaching pairing medium and large businesses with small and micro-businesses with sub-contracting and collaborative potential that could yield job creating synergies
- Consider an appropriate technology Innovation Fund able to sponsor a Skills Olympiad with awards for MSME youth for best cake, chair, tool, recycled product, etc. to improve the status of vocational skills, create excitement in small farm service towns, offer a venue to promote sales and marketing and provide a place for job seekers to meet business owners.

Leading the Way

Young leaders are needed at every level of society from small communities to the upper echelons of the central government, business and civil society. Whether empowering a young woman in a village to lead her local farmers' cooperative or providing a life-changing Mandela Washington Fellowship to a young professional, strong young leaders are essential to ensure that youth, in fact, do move from "getting ready" to going the full distance to become strong adults able to serve as role models and lead their communities and their nation. The Office of the USAID Mission Director can continue to play an important advocacy role to sustain USAID's leadership in creating the opportunities that allow Zambia's future leaders to thrive. USAID can also focus on and advocate for youth inclusion, assuring inputs in project and program design, a youth voice in media, robust advice from youth on strategies to engage youth in health and nutrition, etc.

Cross-sectoral issues and future programming

Gender: Many current projects already include a strong gender focus as part of a larger project framework. Gender approaches linked to PYD are illustrated in Annex 5. Although it is usually expressed as an emphasis

on empowering adolescent females, gender focus is mutually inclusive in the sense that male gender issues are also addressed. They are also a priority in health sector interventions on CSE, family planning services, reduction of GBV (20% of those affected are male), early marriage, school retention, HIV/AIDS and VCT. Several current projects seek to ensure that women benefit from improved agricultural productivity and from value chain development⁹⁰. Gender would continue to be a critical lens for any youth employment/incomes strategy.

Youth by Cohort: Since current monitoring guidelines do not require age disaggregation, the exact number of youth beneficiaries is not available. PEPFAR does disaggregate by age cohort and so do a number of USAID partners⁹¹. The assessment team did not find any ED projects that collect data by age cohort. As noted earlier, this would be an essential prerequisite for a youth jobs strategy. Disaggregated data (five year banding is recommended) are necessary to support programs and policies that are appropriately based on evidence and adequately tailored to specific target populations.

Disabled Youth: An explicit focus on disabled youth in the workplace would respond to issues raised earlier. Relevant ministries could be helped to assess their optimal role in supporting disabled youth (e.g., job promotion, education and skills, access) and USAID could include outreach to disabled youth as an explicit requirement for relevant aspects of project designs.

Incarcerated Youth: More could be done to integrate youth training and income activities for incarcerated youth to help reduce the recidivism rate and build social capital.

In view of the above, the recommendations below list next steps that the Mission can take to build the future in this already youth-friendly but not youth-explicit environment.

VIII. RECOMMENDATIONS

a. Mission-Wide Recommendations

I. Move toward an explicit PYD focus

- Convene the USAID Youth Committee that was set up in 2015 to consider next steps for development of a PYD focus and discuss its relationship to the CDCS programming process.
- Develop a SOW for a PYD specialist to come to Zambia to strengthen Mission staff understanding of PYD.
- Request a PYD specialist (could be through a mechanism in YouthPower) to serve as the facilitator at a one day internal Mission workshop for selected staff where PYD concepts could be debated and challenged; the relative merits and refinements of indicators considered in the Zambian context and frank discussions could occur about time management and next steps.
- Have a PYD specialist immediately after the internal workshop engage with the Youth Committee to advance the process and to help prepare for and participate in a second external workshop (Zambian led) to test and validate the PYD framework and the conclusions from the internal USAID workshop. A range of Zambians would be invited to consider the appropriateness of the PYD assumptions and approaches as defined by YouthPower and refined by USAID/Zambia with full Mission participation and interaction.
- Ensure youth participation and contribution in the review of the PYD approach (This will also help to “Zambianize” the PYD strategy by having Zambians take ownership of the concept.)
- Finalize the Zambia PYD framework, indicators and approach for consideration by the Program Office and Mission Director as a cross-sectoral theme for the next CDCS.
- Require that all relevant projects provide data for the selected and agreed youth indicators.

- Analyze the evidence from those indicators for challenges and opportunities for inter-project synergy and parallel programming for current projects, where feasible.
- At periodic meetings of project directors, consider how to build inter-project synergies based on current project activities and evidence from the cross-project youth indicators, especially how to advance youth economic empowerment within USAID's youth policy framework⁹².
- Propose a stakeholders' Youth Advisory Group with MYSCD and ILO support to consider how USAID's initiatives and Zambia's youth strategy could be coordinated best with the evolving youth strategy of DfID, the UN Sector-Wide Action Plan (SWAP) initiative and other youth-focused strategies.
- Fully involve the GRZ to ensure alignment of a USAID youth strategy with the GRZ National Youth Policy and Plan of Action⁹³.
- Prepare a new CDCS that includes a PYD approach to youth as a major cross-sectoral focus that permits USAID to measure the its impact on youth and have the capacity to refocus based on M&E feedback during the CDCS implementation period.
- Ensure the youth focus is embedded at project level and incorporated into future project designs.
- Optimize youth participation throughout the design cycle, both directly for USG initiatives and by supporting the participation of youth in GRZ programming

Box 8: Examples of inter-project synergies

- Youth champions might service more than one project
- A youth policy input group (e.g., including members from agricultural colleges) could consider more than one project
- Have more than one FtF project work with the same youth-led organization to gain comparative insights from them
- Job opportunities for youth involved with one project on other projects
- Cross-training and joint workshop attendance
- Input suppliers, repair persons, trainers at one project may also work with and benefit from activities of other projects

2. Take measures to understand the youth environment, other stakeholders perspectives and how best to design, implement, monitor and assess activities

- **Examine the approaches and experiences of other stakeholders through Youth Advisory Group meetings** Annex 3 identifies success stories from the studies reviewed by the assessment team to, in the words of the SOW, “serve as a point of reference for evidence-based interventions, models and approaches” that may benefit current and future USAID/Zambia programming. Annex 3 summarizes key findings from other countries and explains why they seem relevant to Zambia. Building on these findings through these meetings will help USAID assess its approach and focus compared to others.
- **Strengthen stakeholder collaboration** by supporting 1) creation of a stakeholder's Youth Advisory Group; ensuring youth engagement with the group and presenting PYD approaches for youth to the National Coordinating Committee (NCCC) on Children aged 10-18; 2) creation of a TVET Sub-sector Advisory Group, and 3) work to mainstream youth issues and standardized core indicators into all other cooperating partners' working groups. Go beyond the stakeholder's Advisory Group approach to engage the private sector directly around PYD.
- **Monitor and refine PYD indicators over time** within the Advisory Group on Youth to address the evolving data needs of all stakeholders. Consider a menu of indicators so that not every actor would need to use every indicator but, when one is used, it has the same definition and parameters. This would facilitate data disaggregation, analysis and cross-project and cross-program assessments. The GRZ Central Statistics Office (CSO), USAID and multiple development partners already have some youth data indicators⁹⁴ but some are incompatible with

each other, some do and some do not disaggregate by gender, some use different age cohorts and even the age range for “youth” is not standard. Age disaggregated monitoring in 5-year cohorts can lead to more life cycle-driven PYD programming and more targeted interventions.

- **Use gender-synchronized indicators and approaches** to increase targeting of males⁹⁵ for their benefit and to increase prospects for the success of projects targeting females. Engage boys and young men more actively in combating GBV and child marriage while promoting family planning and SRH. Consider the advantages of doing this using a household⁹⁶ approach to limit unintended consequences that may arise due to resentments over perceived gender and/or age-based favoritism. Boys and young men are a critical audience and essential partners to help transform gender norms. Most informants recommended this with respect to the health sector but this point was also made more broadly in terms of equitable access to credit, full civic participation and training males to interact with and accept females as equals in all areas.

3. Tailor youth engagement to particular youth cohorts and categories

- **Consider the needs of youth by age cohort within an inclusive PYD framework⁹⁷**, since youths aged 10-14, 15-19 and 20-24 have different needs and priorities, female and male youth within these cohorts face different challenges and needs vary also by location.
- **Consider the special needs of youth sub-groups** - those with disabilities, albinos, incarcerated youth (about 15 percent of all prisoners⁹⁸) and Muslims⁹⁹. The Chief Social Welfare Officer in the MCDSW stated that a 2015 Ministry survey showed a disability rate of 7.2 percent of the total population. In 2010 about one percent of Zambians were Muslim (largely Sunni)¹⁰⁰ in a country with a strong Christian identity (Christianity is enshrined in the 1996 Constitution as the state religion).

4. Strengthen district and local level capacities

- **Strengthen the public sector locally.** Zambia’s decentralization policy seeks to build local-level public sector capacity which is vital for program sustainability. Multiple stakeholders¹⁰¹ cite weak local capacity as a key barrier to effective implementation across sectors. Therefore, identifying high-value, short-term interventions can bring positive near-term results. Provincial and District-level capacity building is, of course, a long-term and ongoing activity, but targeted capacity-building can strengthen specific skills (e.g., financial management, computer skills, leadership training that are directly relevant to USAID implementation concerns.
- **Strengthen local youth-led organizations¹⁰²** Increase training and support for youth-led organizations at the district level and below; emphasizing strong youth-adult partnerships such as adult mentors for youth clubs; Girl Guides, teachers-students and traditional leaders engaging youth more directly. Capacity-building that strengthens specific skills among youth organizational leaders (e.g., budgeting, computer skills, leadership, project management) can have short-term benefits.
- **Strengthen local traditional and religious leaders’ ability to promote positive attitudes and beliefs¹⁰³.** There are ways to design advocacy initiatives via more effective and repeated communications across all sectors. USAID/Zambia might examine whether its current projects¹⁰⁴ could do more, for example, by funding community radio messages from progressive local traditional and religious leaders willing to speak out against child marriage and GBV and promote respect for women’s rights and others.

b. Recommendations for Specific Sectors

1. Fund what works and build on lessons learned. The consensus of those interviewed is that current efforts should be sustained and strengthened in the following areas:

- **Health:** the effort to drive down HIV rates and deliver family planning services must be intensified since rates have stopped accelerating but remain high with infection spikes in particular venues and among particular sub-groups. The focus on GBV, early child marriage and teen pregnancy, OVC and nutrition has borne fruit but requires long-term support. The health of marginalized groups of youth, including CSWs, sexual minorities and juvenile offenders should also continue to be addressed since doing so can be a cost-effective investment in young people who may otherwise burden society. Increase the focus on substance abuse prevention as a key objective for youth since this is also an investment that can help reduce GBV, crime and other negative social behavior.
- **Education:** sustain efforts to close the gender gap and support OVCs; support early grade reading as an imperative foundation for children before they enter the target youth cohorts and support performance improvement within the Ministry of Education. Incorporate youth-led approaches into project goals, such as book clubs, older students reading to younger students, etc.
- **Economic Development:** strengthen and expand the number of value chains, especially in agriculture and agri-business, using PYD approaches to increase youth job prospects; extend support for improved food security to reduce stunting and lessen poverty and support more community-based initiatives able to generate incomes for youth. Help rebrand agriculture to make it a more attractive youth career option and focus on non-farm rural development to slow urban migration and offer new economic prospects to rural youth.
- **Democracy, Rights, and Governance:** Increase initiatives to promote youth participation and leadership development in civil society and continue building transparency in education, health and other sectors empowering youth to demand better services and more youth-responsive government agencies. Consider service corps or volunteerism promoting models which provide leadership development and civic training for young leaders such as that afforded by YALI.

2. Consider new programming for youth. The application of a PYD strategy to current projects is likely to reveal new opportunities to enhance impact on youth.

- **Increase opportunities for more pathways to decent work** based on the R-SNDP strategy and USAID's expertise. Multiple well-targeted projects deliver vital health and education to adolescents but a repeated observation from stakeholders was that large numbers of youth over 18 are unable to make the transition to work. They noted repeatedly that poverty is a continuing driver of child marriage, of transactional sex, of GBV, urban migration and of other behavior.
- **Build more opportunities into projects for flexible, targeted, market-driven, non-formal TVET and enhance coordination in the sub-sector.** The World Bank is in the early design phase of a workforce development project that may include focus on TVET. USAID as part of its next CDCS programming exercise could usefully review its approach to school-to-work transitions and out-of-school youth to look for opportunities to support less traditional approaches than those of established TVET schools. This could include targeting value chains already supported by USAID and ones identified in the future. These might include MYSCD youth resource centers and private resource centers run by NGOs and others. With the strong link between TVET, youth needs, jobs and economic growth, an effort to improve stakeholder coordination for TVET (including formal training in TVET schools and for non-formal

training, internships and apprenticeships) should be part of any comprehensive youth strategy. Interactions with a TVET working group around how to ensure that TVET is more demand driven and effectively anticipates a changing labor market might help identify areas for new initiatives. Within Economic Development projects, complement formal TVET with more nimble, demand-driven and, when appropriate, on-the-job and “just-in-time” training via internships, apprenticeships and workshops;

- **Improve employability by including life skills¹⁰⁵** as activities within current USAID-funded projects, where relevant, and include them in the design of future projects related to workforce development. PYD domains are critical, for example, for the DREAMS Partnership, if it is going to successfully “address the structural drivers that increase girls risks of contracting HIV” since many of these structural drivers are precisely the kinds of cognitive, emotional and social skills that form the basis for the PYD approach. Youth now benefitting from the Community Forestry Project, PROFIT+, Better Life Alliance, etc. can build their assets, use them more effectively, contribute to their communities more robustly and thrive in a more enabling environment if these domains are explicitly targeted as areas where training and other actions can be undertaken within the framework of a USAID youth strategy.
- **Provide training, support and convening mechanisms** to empower youth to be change agents within their communities by stimulating greater and more sustained civic participation locally and nationally. At the community level, new opportunities for youth participation at local council meetings, at parent-teacher associations, in farmer association, in church and mosque social clubs and other venues can build their confidence and help them thrive.
- **Expand leadership opportunities for future young professionals and national decision makers** focused on human rights, democracy, governance and entrepreneurship by providing additional pathways for more youth leaders to excel. YALI has been a great success and offers a model approach for positive engagement to promote the values embodied in the Universal Declaration of Human Rights.
- **Increase support for Science, Technology, Information and Partnerships (STIP) for youth.** Young people are most often early adapters of new technology¹⁰⁶ that can support positive outcomes related to health, education, governance, and economic development. A recent STIP assessment recommended a pro-active approach to increasing the focus of the Mission on science and technology and also referred to youth as a cross-cutting theme that could be integrated into a more pro-STIP environment. The assessment team agrees that more attention to STIP could benefit youth, noting that the lack of ICT in rural areas is a major constraint to development.
- **Develop a research agenda for the next CDCS** that includes learning about: 1) the specific barriers to entry of youth into agricultural and rural work in individual targeted locations; 2) the scale, capacity, needs, priorities and constraints to TVET and how to link TVET optimally to labor markets to ensure positive income results, 3) what combination of on-farm and off-farm incentives (digital, technical, social) will maximize the willingness of youth to remain and work in rural areas and 4) how youth can be targeted while being mindful of their households and avoiding risks to household cohesion or social capital.

• ANNEXES

1. Youth Data Profile
2. Positive Youth Development Definition and Strategy
3. Evidence-Based Interventions, Models, and Youth Development Approaches
4. National Youth Policy and Alignment
5. Gender Transformative Approaches to Engage Youth in Program Design and PYD: A Checklist
6. Focus Group Discussion Methodology
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12. Scope of Work
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ANNEX I. YOUTH DATA PROFILE

Population by Age and Sex		
Description/Indicator	Total	Source
Demographics		
Total Population	14,365,719	GRZ Central Statistical Office (2012) – Labour Force Survey
Population Projection	2030: 28 million 2100: 140 million	World Bank Zambia Economic Brief, 2013 (projected)
Projected rate of urbanization 2013-2030	Zambia 4.27% DR Congo 3.67% Zimbabwe 2.32%	UNICEF, State of the World's Children Report 2015
Fertility rate 2013	Zambia 5.69 DR Congo 5.93 Zimbabwe 3.49 USA 1.98	UNICEF, State of the World's Children Report 2015
New workforce entrants 2010	130,000	World Bank Zambia Economic Brief, 2013
New workforce entrants 2030	300,000 (projected)	World Bank Zambia Economic Brief, 2013
Population aged 10-24	35.1%	GRZ Central Statistical Office (2012) – Labour Force Survey
Population aged 10-14	13.7%	GRZ Central Statistical Office (2012) – Labour Force Survey
Population aged 15-19	12.2%	GRZ Central Statistical Office (2012) – Labour Force Survey
Population aged 20-24	9.2%	GRZ Central Statistical Office (2012) – Labour Force Survey
Population density	17 per sq. km.	2015 National Youth Policy

Educational Attainment (Demographic and Health Survey 2013/2014)			
Females			
Age	Completed Primary (7th)	Completed Secondary (12th)	More than Secondary
10 to 14	4.4%	0.1%	0.0%
15 to 19	14.3%	4.7%	0.3%
20 to 24	12.6%	15.9%	4.5%
Urban	12.1%	8.5%	6.5%
Rural	10.6%	1.4%	0.8%
Total	11.0%	4.3%	3.1%
Males			
Age	Completed Primary (7th)	Completed Secondary (12th)	More than Secondary
10 to 14	3.6%	0.0%	0.0%
15 to 19	13.4%	5.3%	0.3%
20 to 24	11.4%	23.4%	5.9%
Urban	8.9%	15.3%	9.6%
Rural	11.8%	3.0%	1.5%

Total	10.6%	7.9%	4.8%
Literacy Rate		Statistic (year)	Source
Literacy rate 10-14			
Literacy rate 15-19		78.8%	DHS 2013/2014
Literacy rate 20-24		75.4%	DHS 2013/2014
Literacy rate 20-24 Male		70.3%	DHS 2013/2014
Literacy rate 20-24 Female		58.8%	DHS 2013/2014
Urban		82.8%	DHS 2013/2014
Rural		54.3%	DHS 2013/2014
Health Statistics		Statistic (year)	Source
HIV Infection Rates			
Entire population		13%	DHS 2013/2014
HIV infection rate 10-14 (Total)		-	DHS 2013/2014
HIV infection rate 15-19 (Total)		4.4%	DHS 2013/2014
HIV infection rate 20-24 (Total)		9.4%	DHS 2013/2014
HIV infection rate 10-14 (Male)		-	DHS 2013/2014
HIV infection rate 15-19 (Male)		4.1%	DHS 2013/2014
HIV infection rate 20-24 (Male)		7.3%	DHS 2013/2014
HIV infection rate 10-14 (Female)		-	DHS 2013/2014
HIV infection rate 15-19 (Female)		4.8%	DHS 2013/2014
HIV infection rate 20-24 (Female)		11.2%	DHS 2013/2014
Urban Male		15.0%	DHS 2013/2014
Rural Male		8.1%	DHS 2013/2014
Urban Female		21%	DHS 2013/2014
Rural Female		9.9%	DHS 2013/2014
Contraception Use by Age (Females)			
Sexually Active, Unmarried			
15 – 19		17.9%	DHS 2013/2014
20 – 24		47%	DHS 2013/2014
Married Women			
15 – 19		35.8%	DHS 2013/2014
20 – 24		44.1%	DHS 2013/2014
All Women			
15 – 19		10.2%	DHS 2013/2014
20 – 24		33%	DHS 2013/2014
Childbearing age (see below for break out details)			
Share of females in childbearing by age 15		4.9%	DHS 2013/2014
Share of females in childbearing by age 19		58.9%	DHS 2013/2014
Median age at first birth		19.3	
Positive Attitude Toward Wife Beating			
Males			
15 – 19		40.6%	DHS 2013/2014
20 – 24		32.5%	DHS 2013/2014
Females			
15 – 19		48.6%	DHS 2013/2014
20 – 24		47.8%	DHS 2013/2014
Physical Violence			
Experience of Physical Violence Since Age 15 Females 15-19		29.3%	DHS 2013/2014
Experience of Physical Violence Since Age 15 Females 20-24		42.4%	DHS 2013/2014

Experience of Physical Violence Since Age 15 Urban	44.7%	DHS 2013/2014
Experience of Physical Violence Since Age 15 Rural	42.3%	DHS 2013/2014
Sexually-Based Violence		
Experience of Sexual Violence Ever Females 15-19	8.2%	DHS 2013/2014
Experience of Sexual Violence Ever Females 20-24	16.3%	DHS 2013/2014
Experience of Sexual Violence in Last 12 Mos. Females 15-19	4.2%	DHS 2013/2014
Experience of Sexual Violence in Last 12 Mos. Females 20-24	10.2%	DHS 2013/2014
Experience of Sexual Violence Ever Urban	16.6%	DHS 2013/2014
Experience of Sexual Violence In Last 12 Months Urban	8.5%	DHS 2013/2014
Experience of Sexual Violence Ever Rural	18.2%	DHS 2013/2014
Experience of Sexual Violence In Last 12 Months Rural	12.1%	DHS 2013/2014
Economic Statistics	Statistic	Source and Year
Gini Co-efficient		
UNDP	0.575	UNDP 2013
DHS	0.49	DHS 2013/2014
Unemployment		
Males		
Urban		
15-19	23.7%	GRZ Central Statistical Office 2012
20-24	30.1%	GRZ Central Statistical Office 2012
Rural		
15-19	6.9%	GRZ Central Statistical Office 2012
20-24	6.9%	GRZ Central Statistical Office 2012
Females		
Urban		
15-19	35.8%	GRZ Central Statistical Office 2012
20-24	34.6%	GRZ Central Statistical Office 2012
Rural		
15-19	6.4%	GRZ Central Statistical Office 2012
20-24	5.3%	GRZ Central Statistical Office 2012
Youth unemployment 15 to 24 (share of the labor force without work but available for and seeking employment)	25.1%	World Bank 2014

Unemployment Rate by Age Group, Region and Sex 2012 (Government of the Republic of Zambia, Central Statistical Office 2012)									
	Zambia			Rural			Urban		
	Both	Male	Female	Both	Male	Female	Both	Male	Female
Zambia	7.9%	7.1%	8.6%	3.1%	3.2%	2.9%	15.3%	12.7%	18.7%
15 to 19	13.9%	11.9%	15.9%	6.7%	6.9%	6.4%	29.9%	23.7%	35.8%
20 to 24	16.3%	11.9%	15.8%	6.1%	6.9%	5.3%	32.3%	30.1%	34.6%

Childbearing age breakdown (DHS 2013/2014 Survey)		
Share of females in childbearing by age 15	4.9%	DHS 2013/2014
Share of females in childbearing by age 19	58.9%	DHS 2013/2014
Median age at first birth	19.3	DHS 2013/2014
Share of urban females age 15-19 who have begun childbearing	20.0%	DHS 2013/2014
Share of rural females age 15-19 who have begun childbearing	36.4%	DHS 2013/2014
Shares of females age 15-19 in Central Province who have begun childbearing	29.9%	DHS 2013/2014
Shares of females age 15-19 in Copperbelt Province who have begun childbearing	16.3%	DHS 2013/2014
Shares of females age 15-19 in Eastern Province who have begun childbearing	35.4%	DHS 2013/2014
Shares of females age 15-19 in Luapula Province who have begun childbearing	27.9%	DHS 2013/2014
Shares of females age 15-19 in Lusaka Province who have begun childbearing	23.8%	DHS 2013/2014
Shares of females age 15-19 in Muchinga Province who have begun childbearing	29.6%	DHS 2013/2014
Shares of females age 15-19 in Northern Province who have begun childbearing	30.0%	DHS 2013/2014
Shares of females age 15-19 in North Western Province who have begun childbearing	41.0%	DHS 2013/2014
Shares of females age 15-19 in Southern Province who have begun childbearing	36.0%	DHS 2013/2014
Shares of females age 15-19 in Western Province who have begun childbearing	40.4%	DHS 2013/2014

ANNEX 2. POSITIVE YOUTH DEVELOPMENT DEFINITION AND FRAMEWORK

USAID's YouthPower uses a positive youth development (PYD) approach to implement programs within and across sectors. As a USAID agency-wide project, YouthPower seeks to improve the capacity of youth-led and youth-serving institutions and engage young people, their families and communities so that youth can reach their full potential.

YouthPower Learning developed a common PYD definition to help USAID position itself as a global leader in PYD; to inform the development of a conceptual framework for the project; to inform the selection of indicators; and to provide a clear and actionable framework for investments by USAID and implementing partners across sectors. YouthPower Learning sought to develop a clear and comprehensive definition of PYD that draws on existing literature and emphasizes PYD as a programmatic approach (as opposed to a developmental process) to achieve positive outcomes for youth, families and communities. As such, the following definition of PYD has been developed for YouthPower:

Positive Youth Development (PYD) engages youth along with their families, communities and/or governments so that youth are empowered to reach their full potential. PYD approaches build skills, assets and competencies; foster healthy relationships; strengthen the environment; and transform systems.

This definition can be broadly applied across youth age groups (10 to 29 years), though it should be noted that youth have different developmental stages and rapidly changing social, emotional and cognitive skills and environments across these age ranges. This definition is also relevant to various settings and sectors. As this definition is intended to be visionary, terms like “skills,” “relationships,” “environment” and “systems” should be interpreted broadly.

YouthPower's Positive Youth Development Framework

Based on this definition, there are four critical components of PYD, which will serve as the overarching domains for PYD indicators under YouthPower. Specifically, to support the vision of healthy, productive and engaged youth, PYD programs, practices and policies work with youth to improve their **Assets, Agency, Contribution** and **Enabling Environment**. PYD programs recognize youth's inherent rights and result in youth who have **assets**, the ability to leverage those assets (**agency**), and the ability to **contribute** to positive change for themselves and their communities, surrounded by an **enabling environment** that supports them.

These four domains represent the high-level vision of PYD. We recognize that not all PYD programs will necessarily achieve all of these domains, or even aim to achieve them. We also appreciate that PYD can be an approach or an endpoint, or both.

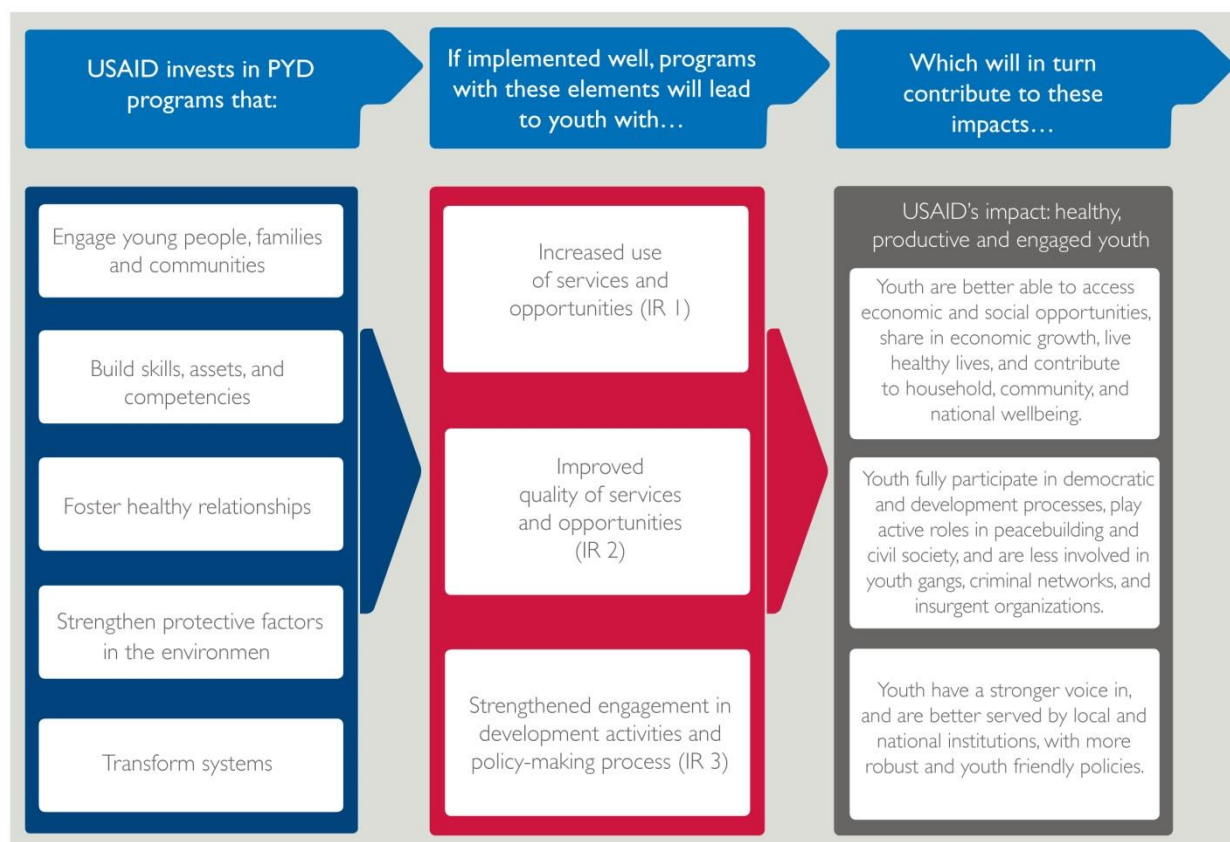
Further clarification of the domains follows:

- **Assets:** Youth have the necessary resources, skills and competencies to achieve desired outcomes.
 - *Resources:* can include tangible resources such as money, or more foundational underpinnings like education and/or training. It may also include intangible resources such as ideas.
 - *Skills and competencies:* can be hard skills such as the ability to perform a specific task, soft skills like communication skills, or skills that connect to social, emotional, behavioral, cognitive, and moral competencies.
- **Agency:** Youth perceive and have the ability to employ their assets and aspirations to make or influence their own decisions about their lives and set their own goals, and to act upon those decisions in order to achieve desired outcomes, without fear of violence or retribution.
 - The “ability to employ” refers to youth having intentionality, forethought and confidence; a clear and positive identity of oneself and a positive belief in the future; and being goal-orientated.

- In terms of indicators, agency can be achieved by youth having either the ability to employ or act on their decisions (does not have to be both).
- **Contribution:** Youth are engaged as a source of change for their own and for their communities' positive development.
 - Recognition that youth are engaged in a variety of ways, from consultation with or inclusion in program development to leadership positions. The idea is that youth's voices are expressed in a variety of ways.
- **Enabling environment:** Youth are surrounded by an environment that maximizes their assets, agency and access to services as well as their opportunities, ability to avoid risks and to stay safe, secure, and be protected. An enabling environment encourages and recognizes youth, while promoting their social and emotional competence to thrive.
 - *Environment:* This term should be interpreted broadly and includes the following spheres
 - Social: Youth are supported by and involved in various nurturing relationships with peers, parents, teachers, and other adults.
 - Normative: The environment holds positive attitudes, norms, beliefs, boundaries and expectations that support, value, encourage and recognize positive development for youth.
 - Structural: Youth are surrounded by supportive laws, policies, programs and systems providing timely, affordable, and quality opportunities that are developmentally appropriate, needed and desired by youth.
 - Physical: Youth are surrounded by supportive geographic and physical spaces, including those that facilitate the ability to exist without perceived or experienced violence or discrimination.

Figure A.2.1 visualizes how investments in PYD programming leads to long-term impact for young people using key language from both the USAID Youth in Development Policy and YouthPower's definition of PYD. The blue column reflect the key elements of the PYD definition. If programs include these elements and are implemented well, they would lead to Intermediate Results (IRs) outlined for YouthPower as shown by the red column. These are youth having greater use and improved quality of services and opportunities and strengthened engagement. These in turn contribute to the overall impact in developing healthy, productive, engaged youth as envisioned in the USAID Youth in Development Policy. We can then measure change across the four broad domains.

Figure A.2.1. Theory of Change: How investments in PYD programming lead to lasting change for youth



USAID's YouthPower Learning is in the process of developing PYD indicators for USAID youth-related programs. As USAID programming for youth is broad, and cuts across a variety of sectors and age ranges, these indicators are not only meant to be able to be used by a variety of USAID missions and implementers, but also represent the core elements of PYD. By obtaining a set of indicators that can be used by implementers, USAID will be able to gather evidence to effectively "tell the story." These indicators provide a means to measure PYD programs, report on outcomes and tell the story of PYD programs and their impact. By using them in program monitoring and evaluation, missions and implementers can provide evidence that the intended change is actually occurring (or not) because the indicators measure not only outcomes, but also processes, outputs, and impact, which measure changes in attitudes and behaviors but are often less tangible and difficult to quantify. When indicators are well selected, they convey whether key objectives are achieved in a meaningful way for performance management.

Positive Youth Development Illustrative Indicators (DRAFT– to published on www.YouthPower.org approximately Nov. 2016)

PYD FEATURE	CONSTRUCT	DEFINITION	ILLUSTRATIVE INDICATORS
DOMAIN: ASSETS			
Skill building	Training	Training that youth are currently undergoing or have completed. Training may be offered by the USG assisted program or other provider.	<ul style="list-style-type: none"> • Number of at-risk youth trained in social or leadership skills through USG assisted programs (F indicator). (This indicator will be used to monitor progress towards the Agency 2012 Youth in Development Policy.) • Number/proportion (%) of youth trained in PYD competencies through USG assisted programs • Number/proportion (%) of youth enrolled in vocational/or other training • Number/proportion (%) of youth who completed vocational/or other training
Skill building	Schooling	Exposure to formal education through schooling	<ul style="list-style-type: none"> • Number/proportion (%) of youth enrolled in primary education • Number/proportion (%) of youth completed primary education • Number/proportion (%) of youth enrolled in secondary education • Number/proportion (%) of youth completed secondary education • Number/proportion (%) of youth enrolled in post-secondary/tertiary education • Number/proportion (%) of youth completed post-secondary/tertiary education • Number/proportion (%) of youth re-enrolled in primary/secondary or tertiary education
Skill building	Interpersonal skills	Interpersonal skills are the range of skills youth use to communicate and interact with others, including communication (verbal and non-verbal, listening), assertiveness, conflict-resolution, negotiation strategies and empathy. These are skills that help youth integrate feelings, thinking, and actions in order to achieve specific social and interpersonal goals.	<ul style="list-style-type: none"> • Proportion (%) of youth with increased interpersonal skills at the conclusion of USG supported training/programming
Skill building	Coping skill	The ability to use appropriate strategies to manage stress and /or problems. Appropriate strategies include, seeking help, being adaptable and flexible, and taking responsibility for one's actions as well as techniques to reduce stress (i.e. relaxation, mindfulness).	<ul style="list-style-type: none"> • Proportion (%) of youth with increased coping skills at the conclusion of USG supported training/programming

PYD FEATURE	CONSTRUCT	DEFINITION	ILLUSTRATIVE INDICATORS
Skill building	Recognizing emotions	The ability to identify and respond positively to feelings and emotional reactions in oneself and others.	<ul style="list-style-type: none"> Proportion (%) of youth with increased ability to recognize and respond positively to emotions at the conclusion of USG supported training/programming
Skill building	Self-regulation	The ability to delay gratification, control impulses, direct and focus attention, manage emotions, and regulate one's own behaviors.	<ul style="list-style-type: none"> Proportion (%) of youth with increased self-regulation skills at the conclusion of USG supported training/programming.
Skill building	Higher-order thinking	Higher-order thinking is the ability to identify an issue and take in information from multiple sources to evaluate options in order to reach a reasonable conclusion. It includes problem-solving, planning, decision making and critical thinking.	<ul style="list-style-type: none"> Proportion (%) of youth with increased higher-order thinking skills at the conclusion of USG supported training/programming
Skill building	Academic achievement	Academic achievement refers to grades achieved in an education setting (youth self-report or school report where available)	<ul style="list-style-type: none"> Proportion (%) of youth with increased academic achievement at the conclusion of USG supported training/programming (youth self-report or school report where available)
DOMAIN: AGENCY			
Skill building	Positive self-concept/identity	Identity and self-concept refer to attitudes, beliefs and values that young people hold about themselves. Identity formation and development are central tasks for youth. In this context, youth should acquire a coherent and positive sense of self.	<ul style="list-style-type: none"> Proportion (%) of youth with increased positive identity at the conclusion of USG supported training/programming
Skill building	Self-efficacy	Self-efficacy refers to youth's beliefs in their capabilities to produce actions needed to meet situational demands. Youth believes in his/her abilities to do many different things well (particularly the things that are the focus of the particular intervention)	<ul style="list-style-type: none"> Number of youth with increased self-efficacy at the conclusion of USG supported training/programming
Skill building	Ability to plan ahead/Goal-setting	Planning and goal setting are processes that require identifying and documenting outcomes one wants to achieve. In this context it is about youth having the motivation and ability to make plans and take action towards meeting their own goals.	<ul style="list-style-type: none"> Proportion (%) of youth with increased ability to plan and set goals at the conclusion of USG supported training/programming Proportion (%) of youth who report increased understanding of the process of planning and setting goals at the conclusion of USG supported training/programming

PYD FEATURE	CONSTRUCT	DEFINITION	ILLUSTRATIVE INDICATORS
Skill building	Perseverance of effort	Perseverance is the individual young person's capacity to continue with an effort regardless of perceived or real difficulties. Perseverance allows an individual to keep trying to meet long-term goals.	<ul style="list-style-type: none"> Proportion (%) of youth with increased perseverance of effort at the conclusion of USG supported training/programming
Skill building	Positive beliefs about future	The positive beliefs about the future that youth hold. It encompasses hope and optimism about future potential, goals, options, choices or plans.	<ul style="list-style-type: none"> Proportion (%) of youth with increased positive beliefs about their own future at the conclusion of USG supported training/programming
DOMAIN : CONTRIBUTION			
Youth engagement and contribution	Youth engagement	Youth participate fully in democratic and development processes, play active roles in peacebuilding and civil society, and are less involved in youth gangs, criminal networks, and insurgent organizations.	<ul style="list-style-type: none"> Number of youth who participate in civil society activities due to social or leadership skills training or initiatives from USG assisted programs (F indicator). (This indicator will be used to monitor progress towards the Agency 2012 Youth in Development Policy)
Youth engagement and contribution	Youth engagement	Meaningful youth engagement is an inclusive, intentional, mutually-respectful partnership between youth and adults whereby power is shared, respective contributions are valued, and young people's ideas, perspectives, skills and strengths are integrated into the design and delivery of programs, strategies, policies, funding mechanisms and organizations that affect their lives and their communities, countries and globally. Meaningful youth engagement recognizes and seeks to change the power structures that prevent young people from being considered experts in regard to their own needs and priorities, while also building their leadership capacities. Youth includes a full spectrum of the population aged 10-29 regardless of socioeconomic status, ethnic identity, sexual orientation and gender identity, disability, political affiliation, or physical location (Youth engagement Community of Practice definition).	<ul style="list-style-type: none"> Proportion of youth (%) participating in the following: Advocacy Mentorship (youth as mentors) Volunteering Youth-focused Clubs Other activity: _____ Proportion of youth (%) with leadership roles in the following: Advocacy Mentorship (youth as mentors) Volunteering Youth-focused Clubs Other activity: _____ Proportion of youth (%) represented in _____" (i.e. youth council, municipal, local, Parliament etc.) Number of youth actively engaged in _____ (i.e. community decision-making processes, program design, implementation, community service etc.) (YE CoP indicators)

PYD FEATURE	CONSTRUCT	DEFINITION	ILLUSTRATIVE INDICATORS
DOMAIN : ENABLING ENVIRONMENT			
Healthy relationships and bonding	Bonding	The emotional attachment and commitment a young person makes to social relationships in the family, peer group, school, or community.	<ul style="list-style-type: none"> • Proportion (%) of youth with improved bonding with members of family at the conclusion of USG supported training/programming • Proportion (%) of youth with improved bonding with members of peer group at the conclusion of USG supported training/programming • Proportion (%) of youth with improved bonding with members of school at the conclusion of USG supported training/programming • Proportion (%) of youth with improved bonding with members of community at the conclusion of USG supported training/programming
Healthy relationships and bonding	Prosocial involvement	Opportunities for positive interactions and participation in family, peer groups, school, or community.	<ul style="list-style-type: none"> • Proportion (%) of youth with increased opportunities for prosocial involvement in family at the conclusion of USG supported training/programming • Proportion (%) of youth with increased opportunities for prosocial involvement in peer groups at the conclusion of USG supported training/programming • Proportion (%) of youth with increased opportunities for prosocial involvement in school at the conclusion of USG supported training/programming • Proportion (%) of youth with increased opportunities for prosocial involvement in community at the conclusion of USG supported training/programming
Belonging and membership	Family, peer, school, and community support	The perception and actuality that one is cared for, supported by and has assistance available from family, peer group, school, or community.	<ul style="list-style-type: none"> • Proportion (%) of youth with (self-reported) increased family support at the conclusion of USG supported training/programming • Proportion (%) of youth with (self-reported) increased peer support at the conclusion of USG supported training/programming • Proportion (%) of youth with (self-reported) increased school support at the conclusion of USG supported training/programming • Proportion (%) of youth with (self-reported) increased community support at the conclusion of USG supported training/programming • Proportion (%) of youth with (self-reported) mentors at the conclusion of USG supported training/programming

PYD FEATURE	CONSTRUCT	DEFINITION	ILLUSTRATIVE INDICATORS
Norms, expectations, and perceptions	Prosocial norms	Healthy beliefs and clear standards for positive behavior.	<ul style="list-style-type: none"> Proportion of youth (%) with increased self-reported prosocial norms at the conclusion of USG supported training/programming
Norms, expectations, and perceptions	Youth are valued	Adults in the community (family, school and community members) respect youth and their opinions and believe young people have a positive contribution and value in society. Youth have a perception that they are of value in society and believe that society values them and their contributions.	<ul style="list-style-type: none"> % of _____ (depending on program, may be teachers, parents, community members) that report increased beliefs that youth have a positive value in society. % of youth who report increased positive value by others in their community
Norms, expectations, and perceptions	Recognition	Youth receive recognition, acknowledgment, rewards and reinforcement for prosocial behaviors.	<ul style="list-style-type: none"> Proportion (%) of youth with increased recognition for positive behavior from family, peer groups, school, community or culture at the conclusion of USG supported training/programming
Access to age appropriate and youth friendly services; integration among services	Adolescent responsive services	Services are based on a comprehensive understanding of what young people in the community want and need and respect their evolving capacities and other human rights.	<p>Checklist of characteristics that make facilities/services “youth friendly” such as:</p> <ol style="list-style-type: none"> 1) hours convenient for young people; 2) Location is convenient; 3) adequate space and sufficient privacy; 4) comfortable surroundings; 5) Staff trained to work with or to provide services to young people; 6) Young people perceive that they are welcome; 7) Young people perceive that staff will be attentive to their needs <p>After completing the checklist, count the number of “yes” responses to get the overall score.</p> <p># of services/facilities who meet at least xx number of items</p>

PYD FEATURE	CONSTRUCT	DEFINITION	ILLUSTRATIVE INDICATORS
Access to age appropriate and youth friendly services; integration among services	Gender Responsive Services	Services which intentionally allows gender to affect and guide services, creating an environment through site selection, staff selection, program development, content, and material that reflects an understanding of how gender affects the realities of young people's lives, and is responsive to the issues and needs of the girls and young women being served.	<p>Checklist of characteristics that make facilities/services "gender responsive" such as:</p> <ol style="list-style-type: none"> 1) hours convenient for specific gender; 2) Location is convenient; 3) adequate space and sufficient privacy; 4) comfortable surroundings; 5) Specific gender perceive surroundings as a safe space 6) Staff trained to work with or to provide services to specific gender; 7) Specific gender perceive that they are welcome; 8) Specific gender perceive that staff will be attentive to their needs <p>After completing the checklist, count the number of "yes" responses to get the overall score.</p> <p># of services/facilities who meet at least xx number of items</p>
Norms, expectations, and perceptions	Youth friendly Laws and policies	Youth have a stronger voice in, and are better served by local and national institutions, with more robust and youth friendly policies.	<ul style="list-style-type: none"> • Number of laws, policies or procedures adopted and implemented with USG assistance designed to promote and improve youth participation at the regional, national or local level. (F indicator). (This indicator is linked to the USAID 2012 Youth in Development Policy)
Norms, expectations, and perceptions	Gender equitable policies	Society in which young people live have balanced and fair gender norms and policies	<ul style="list-style-type: none"> • % of youth (Self-reported) who have the perception that they live in a society with balanced and fair gender norms. • # of policies that include balanced and fair gender norms based on policy review
Safe space	Safety	Youth feels safe in their immediate environment. Physical environment is free from violence, conflict, and crime.	<ul style="list-style-type: none"> • Increased feeling of safety in their physical environment (self-reported)* • Reduced rates of _____ (i.e. interpersonal violence, gender-based violence, abuse etc.)*

*Indicators generally should be measured pre intervention, immediately post intervention and then depending on the funds and project life span for future follow-up (e.g. 3 , 6 months, 1 and 2 years). Recommend to report significant difference between baseline and follow-up. Number of people reached, trained or participated are important measures of outputs and reach only but does not assess program impact.

**All constructs and indicators will be considered with respect to gender and age

ANNEX 3. EVIDENCE-BASED INTERVENTIONS, MODELS & PYD APPROACHES

Outcome focus	Country/ Youth Cohort Focus	Key Objectives	Relevance for Zambia	Organization & Reference
Positive Youth Development Programs and Evidence				
Improve evidence of what makes a youth program “effective”	USA. National Research Council (NRC). Community-based youth development programs.	<p>A review of rigorously evaluated community-based youth programs to determine features of those considered most “effective.”</p> <p>Physical and psychological safety</p> <p>Appropriate structure</p> <p>Supportive relationships</p> <p>Opportunities to belong</p> <p>Positive social norms</p> <p>Support for efficacy and “mattering”</p> <p>Opportunities for skill building</p> <p>Integration of family, school and community efforts</p>	<p>Established a set of evidence-based standards for quality youth programs. These were adapted and applied to assessments and to continuous improvement tools. Research applies to youth programs broadly, and works across sector objectives (i.e., after-school programs, health center youth-friendly services).</p> <p>In Zambia these standards could be applied to youth-focused initiatives across sectors to establish standards for quality youth interventions. They may also help assess impact of activities on desired PYD outcomes using indicators developed by the NRC as a point of departure for measuring and building evidence of results from youth strategies. Their value will be enhanced if shared with other key donors to build a common evidence and results framework.</p>	<p>National Research Council & Institute of Medicine’s Committee on Community-Level Programs for Youth. “Community Programs to Promote Youth Development.” Report Brief. November, 2004.</p> <p>http://www.nap.edu/catalog/10022/community-programs-to-promote-youth-development</p>
Document correlations between assets and youth development outcome priorities for positive and	<p>Developmental Assets in Majority World (i.e., developing world) Contexts.</p> <p>Bangladesh, Honduras, Jordan, and Rwanda.</p>	<p>“A study to document the extent to which developmental assets correlate with international development priorities among youth in selected developing countries.”</p> <p>Using the Search Institute’s Developmental Asset Profile (DAP), the study sought to establish a correlation between</p>	<p>“Collectively, the results from the variety of analysis generally show that higher levels of developmental assets are linked with significantly better well-being outcomes among these large samples of youth, especially in Bangladesh and Jordan. The asset level-outcomes linkage is significant for several outcomes, although not as consistent, in Honduras and Rwanda. Across the four countries, the level of youths’ developmental assets has an especially strong linear</p>	<p>Search Institute & Education Development Center, EQUIP 3. “Do Developmental Assets Make a Difference in Majority-World Contexts?” June, 2012.</p> <p>http://www.search-institute.org/downloadable/DoAssetsMatter-2012-</p>

Outcome focus	Country/ Youth Cohort Focus	Key Objectives	Relevance for Zambia	Organization & Reference
holistic youth development		developmental assets young people self-identify as present in them and in their lives, with key outcomes related to workforce, violence, health, education, and civil society.	relationship to workforce/livelihoods development, health promotion, and civil society, and a significant, but somewhat smaller correlation with education.” This study was exploratory, but suggests a link that may also be relevant in Zambia between young peoples’ perceived internal and external supports (assets) and critical development outcomes.	Report.pdf
Health Programs and Evidence				
Improve adolescent sexual reproductive health	Uganda Younger adolescent boys/girls ages 10-14	Examined correlation of developmental assets (youths’ individual strengths along with social relationships and opportunities) with concurrent sexual and reproductive health outcomes (SRH) outcomes.	Youths with higher levels of the tracked assets were more likely to have accurate HIV knowledge, accurate condom knowledge, the ability to access SRH services and supportive relationships in which SRH issues can be discussed. They were also more likely to have the intention of delaying sexual intercourse or using condoms. The asset-SRH linkage was stronger for girls than for boys. In Zambia these insights strongly suggest that the PYD concept of building assets as a domain for cognitive, social and emotional skills acquisition when explicitly designed into health projects can yield better outcomes in terms of desired behavior.	
Supporting adolescents living with HIV/AIDS by improving their psychosocial health and wellbeing	The VUKA Family Program. Based on the Collaborative HIV prevention and Adolescent Mental Health Family Program (CHAMP).	This research study used a randomized control trial (RCT) to determine efficacy of low cost, family-based intervention for young people with HIV, using 6 sessions over 3 months. The curriculum was a culturally-tailored storyline that could be implemented by lay counselors. Measurements used by	This family-based intervention is a series of developmentally-timed, multi-sessions that is adapted and implemented with HIV+ youth in South Africa. The study showed improvements in all key outcomes for the VUKA arm of the study. This included greater ART adherence and greater treatment knowledge. Caregivers reported greater comfort in communicating with their children on sensitive topics, greater social support for themselves and their children.	

Outcome focus	Country/ Youth Cohort Focus	Key Objectives	Relevance for Zambia	Organization & Reference
	South Africa HIV+ children and adolescents and their caregivers.	<p>the study include:</p> <p>Youth adherence to ART</p> <p>Youth mental health</p> <p>Child depression</p> <p>Self-concept</p> <p>Youth HIV treatment knowledge</p> <p>Youth and caregiver communication and comfort</p> <p>HIV/AIDS illness stigma.</p>	This study is relevant to Zambia in that it suggests that a low cost, culturally relevant, family-based intervention that affects mental health and wellbeing in HIV positive young people and their families can lead to improvements in medical interventions and treatment adherence.	
Assess what works to promote adolescent health and wellbeing	Lancet Commission on Adolescents	<p>The Lancet Commission's special focus on adolescents reviews the global evidence base on policy and interventions that support the health and wellbeing of young people. The "outstanding opportunities" identified by the commission include the following:</p> <p>"Guaranteeing and supporting access to free, quality secondary education for all adolescents presents the single best investment for health and wellbeing.</p> <p>Tackling preventable and treatable adolescent health problems, including infectious diseases, under-nutrition, HIV, sexual and reproductive health, injury, and violence, will bring huge social and</p>	<p>The Commission's report provides multiple findings and opportunities that are relevant for youth programming in Zambia. One point of emphasis is that youth engagement is critical. Other notable recommendations for Zambia include:</p> <p>Positive school ethos is associated with health, including student connection to school and teachers. "Scholarships, school fee reductions, cash transfers conditional on remaining in school, decrease in grade repetition, school proximity, and education in the mother tongue are cost-effective actions."</p> <p>"Health interventions including comprehensive sexuality education and providing access to modern contraception are likely to have major benefits in reducing school dropout in settings where early pregnancy is common."</p> <p>"Those who leave school to be unemployed or inactive (not in employment, education, or training</p>	

Outcome focus	Country/ Youth Cohort Focus	Key Objectives	Relevance for Zambia	Organization & Reference
		<p>economic benefits. This is key to bringing a grand global convergence in health in all countries by 2030.</p> <p>The most powerful actions for adolescent health and wellbeing are inter-sectoral, multi-level, and multi-component: information and broadband technologies present an exceptional opportunity for building capacity within sectors and coordinating actions among them.</p> <p>Establishing systems for the training, mentoring, and participation of youth health advocates has the potential to transform traditional models of health-care delivery to create adolescent-responsive health systems.”</p>	<p>[NEET]) make up around 13% of the youth population across the Organization for Economic Cooperation and Development but up to 30% in rapidly developing countries of low and middle income such as South Africa and India... Those who are NEET at the end of schooling are more likely to have lower earnings, greater unemployment, and employment instability through adult life. Poor health and difficult transitions into the workplace go hand in hand; those who are NEET have high rates of mental health problems, suicide risk, and substance abuse.</p> <p>Finally, the report affirms the value of adolescent-friendly health care. Adolescents “value patient-centered care with an emphasis on respect, coordination of care, appropriate provision of information, high-quality communication, involvement in decisions about care, and the ability of health-care providers to listen to their needs.”</p> <p>While the need for adolescent-friendly health services is already well established, the report summarizes approaches that work. “The most effective strategies use a combination of high-quality health-worker training, adolescent-friendly facility improvements, and broad information dissemination via the community, schools, and mass media to drive demand. Other elements within a multi-faceted approach might include promotion of adolescents’ literacy about their own health, engagement of community leaders, an appropriate package of services, ensuring provider competencies, improving facilities, promoting equity and non-discrimination, collecting data for quality improvement, and engaging adolescents around practice policies.”</p>	

Outcome focus	Country/ Youth Cohort Focus	Key Objectives	Relevance for Zambia	Organization & Reference
Assess what reduces Early Marriage	Balika. Bangladesh. 9,000 adolescent girls, ages 12-18, 72 communities.	<p>Project study tested if and how three life skills building approaches to empower girls effectively delayed marriage in parts of Bangladesh where child marriage rates are the highest. The study provided training to different groups of girls with:</p> <p>Education support: tutoring, English, (in-school), computers, financial skills training (out-of-school)</p> <p>Life skills training (gender rights, negotiation, critical thinking and decision making.</p> <p>Livelihoods training (entrepreneurship, mobile phone servicing, photography or first aid)</p> <p>While study groups received the services above, there was also a control group that did not. All girls received weekly mentoring and peer support in safe spaces.</p>	<p>Balika results show that programs that educate girls, teach them about their rights and build skills for modern livelihoods can reduce the likelihood of child marriage by up to one-third in Bangladesh and produce better health, educational, economic and social outcomes for girls.</p> <p>In Zambia this insight is already applied in several USAID-funded projects but this study can be used to strengthen the evidence base, refine youth-specific indicators and advocate for more funds to strengthen pathways to reduce child marriage further.</p>	<p>Population Council. Balika (Bangladeshi Association for Life Skills, Income, and Knowledge for Adolescents). 2012-2016.</p> <p>http://www.popcouncil.org/research/balika-bangladeshi-association-for-life-skills-income-and-knowledge-for-ado</p>

Employment/ Livelihoods				
Promote income generation/ employment	<p>Local Enterprise and Value Chain Enhancement (LEVE).</p> <p>Haiti. Project targeted larger population, with emphasis on women and young people.</p>	<p>This project aimed to contribute to employment generation in Haiti through value chain interventions in three strategic industries: construction, apparel and textile, and agribusiness. The overall goal was to expand employment opportunities for Haitians, including women and youth, by improving the quality and efficiency of goods and services.</p> <p>The underlying theory of change for this project was “If Haitian MSMEs in high potential sectors are engaged with other value chain actors to mutually create value in response to market demand, and they are supported by a productive labor pool with skills and competencies relevant to the target sectors, then those value chains will be more inclusive and productive, thereby leading to increased job creation in Haiti.” The project assessed three high potential sectors, and began upgrading activities, though first identified a lead firm. It was important that LEVE act as a facilitator rather than direct implementer. “Activities range from working with firms to improve production and marketing related challenges; to assisting to build</p>	<p>This ongoing project employs a wide range of activities and strategies in response to the needs of the various actors in the value chain, with care made not to distort the market. Some strategies of note include creating linkages between a reliable labor pool to construction firms, creating more nimble and responsive training through existing TVETs, and by strategically building connections with other USAID-funded projects.</p> <p>The LEVE project may be relevant to some of the current efforts in Zambia. While this project does not exclusively focus on youth employment creation, women and young people are a key demographic reached. If USAID/Zambia made youth a strategic focus, there is potential for young people to comprise a significant component of the labor pool, both to better access existing jobs and to create income-generating or SME opportunities. The current Zambia ILO project employs similar strategies in a more nascent stage. This project also aligns well and provides a real example of the strategies outlined in the <i>National Action Plan for Youth Empowerment and Employment</i>.</p>	<p>USAID/Haiti</p> <p>RTI International, implementing contractor (Washington, DC)</p>

		advocacy and service capacity of key industry associations; to build internal capacity of Haitian firms; to link vocational training institutions to labor demand; to underwrite investment risk in new technologies and production processes.”		
Promoting income generation (Adolescent sexual and reproductive health outcomes as well)	Adolescent Girls Initiative. BRAC. Uganda. Adolescent girls ages 14-20.	<p>This research study evaluated efforts to foster adolescent and women’s economic empowerment. Using a two-pronged intervention, adolescent girls received vocational training and income-generation training geared toward micro-enterprises coupled with life skills courses focusing on sex, relationships, leadership and marriage. The clubs were led by a female mentor and included recreation and socializing.</p> <p>After two years, the girls in the intervention groups (relative to those in the control communities) were 72% more likely to be engaged in income-generating activities. Monthly consumption expenditures went up by 41%.</p>	<p>Findings of this study:</p> <p>Combination of life and vocational skills training programs are more effective among adolescent girls than single-pronged interventions.</p> <p>Health outcomes: Better knowledge of HIV and contraception, engaged less in risky behaviors - condom usage increased by 50%. Teen pregnancy fell by 26% and early marriage by 58%. Girls reporting sex against their will drops by half from 14%.</p> <p>Economic outcomes: better financial and analytical skills, and more confidence in their entrepreneurial capacity</p> <p>Likely to start running their own businesses and saving money</p> <p>Likelihood of girls being engaged in income generating activities increased by 35%, mainly driven by increased participation in self-employment.</p> <p>This study mirrors closely several projects that are currently underway in Zambia, including DREAMs. By following up with the participants two years post intervention, this study provides especially compelling evidence for programs that combine economic strengthening with life skills, along with building peer and adult connections. There are few similar programs that reach boys that are similarly as well evaluated.</p>	<p>Bandiera, Oriana; Buehren, Niklas; Burgess, Robin; Goldstein, Markus; Gulesci, Selim; Rasul, Imran; Sulaiman, Munshi. 2014. <i>Women's Empowerment in Action: evidence from a randomized control trial in Africa</i>. EnGender Impact: the World Bank's Gender Impact Evaluation Database. Washington, DC: World Bank Group.</p> <p>http://documents.worldbank.org/curated/en/2014/09/20166418/women's-empowerment-action-evidence-randomized-control-trial-africa</p>

Assess employment / livelihoods and the role of cross-sector (“soft” or life skills) development	Key “Soft Skills” that Foster Youth Workforce Success. Workforce Connections. Executive Summary.	<p>This White Paper reviews available evidence and constructs around the broad set of “skills, competencies, behaviors, attitudes and personal qualities that enable people to effectively navigate their environment, work well with others, perform well, and achieve their goals. These skills are broadly applicable and complement other skills such as technical, vocational, and academic skills.” The five critical skills for youth workforce success are</p> <p>Social skills,</p> <p>Communication,</p> <p>Higher-order thinking skills (problem solving, critical thinking, and decision making)</p> <p>Self-control</p> <p>Self-concept</p> <p>Hard work, dependability, responsibility, and self-motivation are also highly valued by employers and supported by an evidence base, yet aren’t quite as robust as the five skills listed above. This white paper also suggests several areas needed for further study.</p>	The recommendations in this White Paper are extremely relevant for youth economic strengthening programming in Zambia. These skills, once identified and articulated in the context of Zambia, can be supported, enhanced, and trained for in a wide range of programs, by various institutions, and through building capacity of various stakeholders. Some of these skills promoters may include community-based youth programs, TVET schools, formal schools, community or religious leaders, and through youth-led organizations. Note these skills can be developed through non-workforce based programming, including health promotion, community service or youth civic engagement efforts, or other project-based learning methods.	<p>Child Trends. FHI360. USAID. Key Soft Skills that Foster Youth Workforce Success: Toward a Consensus Across Fields. Laura H. Lippman, Renee Ryberg, Rachel Carney, Kristen A. Moore.</p> <p>http://www.childtrends.org/wp-content/uploads/2015/06/2015-24AWFCSoftSkillsExecSum.pdf</p>
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Promote income, earnings, employment	Literature Scan.	<p>This literature scan of findings from youth workforce development programs concludes that those in developing countries are having a positive impact on employment and earnings. There is evidence, particularly in the Latin America region, which shows significant gains with specific target populations, including young women. Facilitating linkages and lubricating connections between supply-side and demand-side are critical. However, more information is still needed on the specific components that are most potent in producing positive effects, and with specific populations (more information is needed especially with rural youth and university educated).</p>	<p>One project in this scan with strong evidence is Jóvenes en Acción in Colombia. Researchers were able to conduct a randomized control trial (RCT) of the program that examines the effects of vocational training. The findings show that the program raises earnings and employment for both men and women, with larger effects for women. The benefits of training are greater when more time is spent doing on-the-job training while hours of training in the classroom have no impact on the returns to training.</p> <p>This literature scan offers evidence that is relevant to youth workforce training in Zambia. Of particular note is the important role that TVET institutions can play in helping to increase earnings and employment with responsive and well-designed training, with clear connections established to on-the-job practical training.</p>	<p>USAID State of the Field Report: Examining the Evidence in Youth Workforce Development. USAID Youth Research, Evaluation and Learning Project. February 2013. JBS International. Christina Olenik & Caroline Fawcett.</p> <p>https://www.usaid.gov/sites/default/files/documents/1865/USAID%20state%20of%20the%20field%20youth%20workforce%20development%20final%202011.pdf</p> <p>Supplementary Reference: O. Attanasio, A. Kugler, and C. Meghir. Training Disadvantaged Youth in Latin America: Evidence from a Randomized Trial. NBER Working Paper Series. April, 2008.</p> <p>http://www.nber.org/papers/w13931.pdf</p>
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Civic Engagement				
Enhance youth & community engagement. Political violence reduction	Trusting in Youth in Zimbabwe. 888 young men and 817 young women ages 18-35 years old in two districts in Zimbabwe.	<p>The goal of this program is to “ensure that Zimbabwean youth are able to cooperate across lines of division to change their communities and their lives positively” This includes:</p> <p>Increasing youth resilience to plan long term by working together on livelihood’s projects</p> <p>To strengthen the capacity of youth, communities and local government to protect their communities</p> <p>To increase youth ability to engage their communities and government constructively (both local and national) on issues that affect them.</p>	<p>The underlying theory of change in this two-year project was, “if young men and women work together for improved economic opportunities, they are likely to work together for peace. If they are mentored by positive role models, they are likely to use assets productively and less likely to engage in negative behavior. If they engage constructively with government, they will realize their voice and value, and begin investing more in their communities.”</p> <p>Results from the End of Project Evaluation showed that only 2% of the youth who had attended at least one project activity reported engaging in political violence (down from 24% in the baseline). This showed a 90.9% decrease. In addition, 98 youth-led businesses were started (59% of them female). There was a 63.7% increase in the number of youth who were able to save money, with a 102.22% increase in the number of youth demonstrating they can financially sustain themselves.</p> <p>This project is relevant to Zambia as it demonstrates the linkages between livelihoods development, community engagement and violence reduction.</p>	<p>Mercy Corps. Trusting in Youth in Zimbabwe Project. Final Report. April, 2015. http://pdf.usaid.gov/pdf_docs/PA00KE3J.pdf</p>

ANNEX 4. NATIONAL YOUTH POLICY ALIGNMENT

GRZ National Youth Policy and Alignment with USAID Projects and PYD		
Key NYP Features/Approach	Alignment with USAID projects	Alignment with PYD approach
Principles: include equitable and assured access to resources and services; inclusiveness and respect for human rights; respect for positive traditional values, transparency and accountability.	The CDCS was designed in light of the GRZ's various policy documents (including the NYP) per the JASZ aid harmonization approach. DRG projects promote human rights, accountability and transparency. Health, education and ED projects promote equitable resource access.	PYD approach of asset building, youth empowerment, participation and a stronger social, normative, structural and physical enabling environment align with NYP principles (see Annex 2). In addition, the NYP principles are well aligned with the guiding principles in USAID's Youth in Development Policy.
Features: seeks to increase youth assets to reduce poverty, empower youth to apply skills, engage youth as active participants and enhance their enabling environment in the following six key sectors as summarized from the NYP.	Examples are provided in the rows below by sector and topic used in the NYP.	PYD's features align well with the NYP using very similar language and identifying similar objectives. The NYP is strong on gender equity as a cross-sectoral feature. This objective is included in many USAID projects, especially those focusing on OVCs and gender. These outcomes can be facilitated by the positive social and normative activities to build youth competencies.
1. Youth economic development objectives: increase incomes and business skills to reduce poverty and vulnerability; better align youth skills with the labor market; expand TVET schools and improve quality; improve financial literacy and engage private sector in PYD.	The Better Life Alliance improves agricultural extension services; the Development Credit Authority capitalizes partners able to lend or storage, clean energy, etc.; PROFIT+ connects input suppliers with output markets where many youth are engaged; SAIOMA improve smallholder farmer yields, etc. These examples show that USAID's ED projects are harmonized with key NYP objectives.	By adopting the PYD approach and indicators, such projects can increase the prospects that youth will: have increased access to services, finance and technology and be more involved in activities directly related to project objectives by increasing their participation, for example, via mentorship, youth-clubs, peer education; savers clubs and project-linked recreational activities. All of these can spur youth engagement and increase their interest in agricultural and off-farm rural enterprise helping "re-brand" the sector.
2. Youth education: increase access and quality, gender equity, improve ICT access, integrate life skills into curricula and expand TVET schools. The NYP focuses on formal sector education more than TVET but recognizes the critical need for expanded capacity for skills training	Most USAID projects include training and capacity building for targeted beneficiaries within the mandate of each project. Areas for growth in the next CDCS period include support for a nimble TVET strategy (not tied entirely to TVET schools), more focus on ICT, (both in terms of skill building for young people and by leveraging technology to reach outcomes more effectively), and examination of how to expand STIP knowledge and capacity, especially training of trainers.	The PYD approach offers a "foundational approach" to education by stressing behavioral and motivational aspects that equip youth to perform better in the areas mentioned and others. Specifically, targeting and measuring youth's cognitive development enhances the likelihood that they will become high performers later as adults. Working with young people as partners builds on young peoples' strengths, which includes adopting and leveraging technology. Creating strong enabling environments will make TVET students more likely to become leaders.
3. Youth health: support SRH and comprehensive youth-friendly, gender-sensitive family life education; promote responsible behavior; encourage participation in the development,	USAID health projects make significant contributions to both direct service provision in the priority areas of HIV, SRH, family planning, ending GBV, nutrition, etc. In	The primary opportunity for USAID is to make an intentional commitment to increase the level of youth engagement and participation in health sector work. Subsequently, they can support and

GRZ National Youth Policy and Alignment with USAID Projects and PYD		
Key NYP Features/Approach	Alignment with USAID projects	Alignment with PYD approach
implementation, M&E of CSE by promoting access to Health Testing and Counseling services; raise awareness about substance abuse via partnerships with youth organizations and set up rehabilitation programs; eradicate drug trafficking and promote sport and fitness.	addition, the health systems strengthening work improves the service provision in the sector as a whole. Young people are a primary beneficiary of USAID health projects which links directly to NYP goals.	incentivize partners who do the same. Young people are a key resource in helping to make health projects more responsive and effective so the NYP and current USAID projects are consistent with PYD.
4. Youth and environmental sustainability: promote youth engagement in the development of programs for environmental management; introduce environmental management courses at primary, secondary and tertiary education levels; encourage youth participation in the green economy.	The Community Forestry Project promotes community engagement (including youth) to reduce deforestation and generate alternative and more profitable and sustainable livelihoods.	Such projects build PYD normative (e.g., positive beliefs about environmental management) and structural (e.g., supportive laws and systems) elements of the <u>enabling environment</u> . The PYD approach would encourage such projects to explicitly target and maximize youth <u>contributions</u> , set up indicators to track youth engagement and acceptance of new environmental strategies, thereby building their assets and enabling their use.
5. Youth and gender. “Facilitate equitable access to and control of economic resources and opportunities by female and male youth; promote equal rights and access to education, skills development training, legal and health services, protect against all forms of violence” engage stakeholders to help end early marriages.	USAID has already made significant investments in improving opportunities for girls in education, health (HIV reduction), and economic strengthening. Partners increasingly see the value of similar service provision for boys to help achieve gender equality. Multiple projects, including the DREAMS partnership, GBVSS, Z-CHPP, and ZAMFAM incorporate gender-synchronized and gender transformative approaches to achieve greater gender equality and respond to the NYP.	Annex 2 lists more than 50 illustrative PYD indicators. All of them refer to youth as a whole but most can easily and should be disaggregated by gender and by age cohort. Common disaggregated PYD indicators across sectors will help GRZ advance NYP goals by yielding insightful data about, for example, how females are affected by health and ED projects in the same district or province and whether there are synergies linked to the types of development interventions, e.g., is a 21 year old female smallholder farmer less likely to suffer GBV or contract HIV if her economic status rises?
6. Youth, democracy, rights and governance: enhance the capacity of youth civil society; promote youth civic engagement and political participation; advocate for youth representation in decision making; set up National Youth Volunteer Corps and support private volunteerism; protect the rights of young migrants; advocate observance of rights of youth in conflict with the law and facilitate rehabilitation programs.	FACT-Zambia encourages participation to promote transparency and accountability via civic engagement and is well-aligned both with the NYP and with PYD’s approach. The Zambia Elections and Political Processes Project (ZEPP) promotes civic and voter education and voter registration, responding directly to the NYP as described at the left. YALI (State and USAID) provides opportunity for leadership to enhance political participation and human rights.	A pillar of PYD is youth participation and the creation of a strong enabling environment that can be characterized by just laws, safety, high levels of civic engagement and awareness of rights, obligations and services. FACT and ZEPP could be among those projects asked to monitor activities and outcomes by youth cohort. Projects in this sector can help young people to participate in community life and leadership and provide training and platforms where young people have a voice, these PYD elements align with NYP and with what USAID is now doing.
Mainstreaming. The NYP aims to “mainstream youth issues in all government and private institutions ... and promote ... a coordinated approach to youth development programming and implementation.”	PYD helps ensure that youth are mainstreamed into all programs in the next CDCS and that the impact of an explicit youth strategy can be tracked, measured and evaluated.	The PYD approach also aims to mainstream youth through a comprehensive youth strategy that is coordinated among sectors and overall.

ANNEX 5: GENDER TRANSFORMATIVE APPROACHES AND YOUTH ENGAGEMENT

From the YouthPower Learning- Gender, Adolescent Girls and Positive Youth Development Community of Practice (Gender & PYD COP) (DRAFT)

	Program Assessment/Design	Program Implementation	Program Evaluation
Programs that are gender transformative may do the following well	<ul style="list-style-type: none"> Perform gender-based analysis during formative research: Analyze how anticipated program outcomes can be related to the different roles and responsibilities that culture assigns men and women, particularly around power and decision making. Identify gender-linked assumptions that may affect the program or activity's success and monitor closely. Establish a process for project design that is inclusive, gender-sensitive and engages multiple community stakeholders (parents, leaders, teacher, etc.). <p>Guiding Questions:</p> <ul style="list-style-type: none"> Are males and females valued differently in the particular culture? In what ways? How does this affect the opportunities and resources they have access to? (e.g. health, education, economic opportunities) What gender issues are important to consider and how does this impact program activities? Are there other gender-related considerations for the project, such as LGBTI or specific segments of vulnerable populations? 	<ul style="list-style-type: none"> Include gender-sensitivity training in institutional capacity-building efforts. Increase awareness of inequalities within the community and encourage critical assessment of existing harmful gender stereotypes. Engage men and boys address their particular needs and concerns, as well as those of women and girls, in project activities. Address gender attitudes that are cross-cutting. Program participants, young men and women, have the opportunity and space to examine and challenge the gender norms and dynamics of power and control within society. <p>Guiding Questions:</p> <ul style="list-style-type: none"> Are the program activities helping to address gender-related barriers, gender inequities, and gender roles? Are program activities addressing power dynamics between girls/women and boys/men or decision making? How will females experience program activities differently than males? 	<ul style="list-style-type: none"> Ensure indicators are disaggregated by gender. Establish gender transformative indicators; i.e. ensure indicator measure how the intervention address gender consideration and move along the continuum toward gender equality. Use findings to inform program re-design or adaptation as needed. <p>References:</p> <p>Gender Equality Continuum Tool (GEC). IGWG.</p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> Can I expect any gender differences in program outcomes? Have gender sensitive indicators been developed that are specific to the program? How might males and females differentially understand and answer the measurement tools/indicators selected? How will I interpret the results to consider gender?

	Program Assessment/Design	Program Implementation	Program Evaluation
<p>Programs that incorporate PYD Approaches may do the following well</p>	<ul style="list-style-type: none"> • Allocate adequate time and resources to identify or create opportunities for young people to participate in the assessment and design process. • Cultivate youth leadership in the sustainability plan. • Take into account developmental stage/life stage (married, out-of-school, etc.) into program design. • Ensure adequate time and resources are allocated to provide quality training, support and supervision to adults, staff and organizations that work with young people. • Program design includes a process for assessing and building upon the existing supports, assets and strengths that young people have internally, in their lives and in their communities. • Engage parents, teachers, and other adults intentionally to ensure program interventions are culturally sensitive and relevant. 	<p>Ensure program elements create the following:</p> <ul style="list-style-type: none"> • Supportive relationships: Program activities create opportunities, foster positive relationships, and provide support for young people to build on their strengths. • Physical and psychological safety: Program activities provide safe spaces in which youth can speak openly, ask questions, and engage with mentors and peers. • Appropriate structure: Limit setting, clear and consistent rules and expectations, clear boundaries. • Opportunities to belong: Meaningful inclusion, regardless of age, ethnicity, sexual orientation or disabilities, social inclusion, engagement and integration. • Positive social norms: Rules of behavior, expectations, values and morals, obligations for service. • Support for efficacy and mattering: Youth-based empowerment practices that support autonomy, making a real difference in one's community, and being taken seriously. • Opportunities for skill building: Opportunities to learn physical, intellectual, psychological, emotional and social skills. • Integration of family, school, and community efforts: Concordance, coordination and synergy among family, school and community. <p>Resources: Community Programs to Promote Youth Development. National Research Council. Report. Nov. 2004.</p>	<ul style="list-style-type: none"> • Ensure indicators are disaggregated by age/significant life status. • Involve young people in reflection and assessment of their own progress as well as provide feedback on the program or organization. • Include indicators of that measure skill building, assets, and indicators of youth engagement. • Demonstrate the value of cross-cutting skills such as communication and teamwork as part of achieving other sector-driven development objectives.

	Program Assessment/Design	Program Implementation	Program Evaluation
Projects that do both effectively, may:	<ul style="list-style-type: none"> • Demonstrate the achievements of programs that do both effectively: youth are empowered, are healthier, successful, transformed, and understanding that both boys and girls are part of achieving equality. • Infuse community education, interpersonal communication with opportunities to engage youth in meaningful, provocative dialogue about gender. • Establish clear terminology, provide culturally relevant/sensitive definitions around PYD and gender transformative programs explain their value. • Make male and female youth an editorial norm. • Put forward a youth-led approach which can be effective in integrating gender transformative programming and PYD programs which integrate young people (female and male) at all stages of the process along with an emphasis on a holistic approach (involving community members, parents, etc.). For example programs which reach young girls in a community via young female volunteer led groups, the girls themselves conduct advocacy activities in their community related to the issues they're working to solve. 		

See www.youthpower.org/communities for more information about the Gender and PYD CoP and any updates to this checklist.

ANNEX 6. FOCUS GROUP DISCUSSION (FGD) PROTOCOL

Summary. The SOW for the USAID/Zambia MWYA includes a request to hold at least eight FGDs in five provinces of Zambia (Copperbelt, Central, Eastern, Lusaka and Southern). The purpose of the FGDs is to allow the MWYA to benefit from the views of youth with respect to their needs, concerns and priorities. Youth participation will provide critical inputs to the MWYA and CDCS for 2017-2022.

Types of Focus Group Discussions (FGD)

The SOW limits participation in focus group discussions (FGDs) to youth over age 18. At the same time, the MWYA includes youth aged 10-17. In subsequent discussions since the SOW was issued, FGDs will include both youth that are and have been USAID program participants as well as those who have not USAID-funded youth programming. Therefore, two types of FGDs are proposed:

1. Youth FGDs.

Youth ages 18-24, with representation from both current and former participants in USAID-funded activities (i.e., those who left a program no more than 12 months prior to the date of the FGD) and youth are participated in non-USAID programming;

2. Program implementer FGDs.

Youth mentors, peer educators and others that work directly with youth aged 10-24.

To complement these FGDs, in-depth interviews will occur with 1-2 project implementing staff per site to answer questions not addressed through stakeholder interviews.

Criteria for Field Site Selection

Five provinces will be visited: Central, Copperbelt, Eastern, Lusaka, and Southern. Preferred sites are those situated in the 21 PEPFAR focus districts located within the 4 PEPFAR-focused provinces -the five aforementioned provinces sans Eastern).

Balance among urban, peri-urban, and rural areas as well as proximity to and distance from transport hubs will be considered.

Two sites per province will be visited. The field sites are as follow: Lusaka, Kabwe, Kapiri Mposhi, Ndola, Kitwe, Livingstone, Mazabuka, Chipata, and Petauke.

Single-gender youth FGDs will be held when programs have a gender focus. Others will be mixed-.

The data collection team will identify prospective field sites that meet the above criteria, in consultation with USAID and based on the earlier findings from stakeholder interviews.

Criteria for Youth FGD Selection

Must be between ages 18-24.

Cannot include members of vulnerable populations recruited exclusively because of their status (e.g., pregnant women, prisoners, people living with HIV and AIDS, sex workers) to avoid any ethical issues.

Organizations with programming located in the field sites purposively selected by the data collection team will help in selecting youth participants of USAID-funded, and non-USAID funded programs who meet the above criteria to participate in youth FGDs.

Criteria for Program Implementer FGD Selection

Must be between ages 18-29 (ideally we want these individuals to be a youth).

Must be employed at or a volunteer with an organization that offers youth-focused programming.

Organizations/field sites purposively selected by the data collection team will help in selecting program implementers who meet the above criteria to participate in FGDs.

Research Method

The research method utilized for the MWYA is the focus group discussion (FGD). The FGD tool that will be used to collect information from the two participant groups (youth and program implementers) is still under development. Some of the broad questions that the focus group discussions will attempt to answer include what services are available to youth, where can youth go for assistance/support, and what services/supports for youth is missing—all from their perspective. An analytic framework based on these questions will be developed and this might be refined throughout the course of data collection, based on emerging findings.

Ethical Considerations^{cvii}

Considerations for privacy and confidentiality are of the utmost importance to the data collection team. Each participant will receive an information sheet that outlines the purpose of the data collection, risks to participation, reiterates that participation is voluntary and lists the contact information of the data collection's local representative. The data collection effort is guided by the ethical principles dictated by the Belmont Report:^{cviii}

- Respect for persons: a duty to respect the autonomy and self-determination of participants through voluntary informed consent procedures, by providing security from harm or abuse that could result from their participation
- Beneficence: a duty to safeguard the welfare of people/communities involved in the research: includes minimizing physical and emotional risks and assuring that benefits of the research outweigh risks.
- Justice: a duty to distribute benefits and burdens of the research fairly, ensuring that the individuals & communities participating in the research receive any resulting benefits

FGD Data Collection Team

The FGD data collection team consists of two senior researchers, supported by two youth qualitative research assistants. Prior to the start of data collection, the senior researchers will spend 1 to 1.5 days training the youth qualitative research assistants in use of the FGD tool, carrying out mock interviews/situations to reinforce learnings from the training. This training will also include a basic overview of human research ethics (privacy, confidentiality) and training in notetaking techniques. The qualitative research assistant will be responsible for taking detailed field notes and supporting FGD facilitation. The senior researcher will facilitate most FGDs but the qualitative research assistant may have to step in the place of the senior researcher in specific situations where warranted (e.g., if a language barrier exists at the selected site). Three of the four-member FGD data collection team are fluent in the local languages of these provinces. In those situations where language fluency is not attainable, the data collection team will work with the field site to identify a translator and a note taker, not affiliated with those programs participating in the assessment, taking measures to train these individuals on the tool, human research ethics and notetaking techniques prior to the specific FGD. The translator will provide translations for both the senior researcher and the field assistant to support the senior researcher's oversight of data collection implementation in the situation that the FGD is facilitated by a qualitative research assistant. Also, when gender-separate FGDs are convened, these will be facilitated by a senior researcher/qualitative research assistant of the same gender.

Fieldwork & Logistics

Details for the day-to-day schedule for the FGD data collection are still emerging, but it is anticipated that the senior researchers be based in Lusaka during the week of 9 May to train the qualitative research assistants, conduct a pilot test of the FGD tool with a Lusaka-based organization, and use the pilot experience to reflect, and revise the tool and data collection process, accordingly. During each day of data collection, the team will make use of daily debriefs to review field notes, reflect, and discuss emerging themes.

Analysis & Reporting

The senior researchers will have a half-day analysis workshop at the end of the FGD data collection to finalize the analytic process going forward. The analytic process will be iterative in nature and involve theme-based coding that involve some comparison and contrasting across sites and participant groups.

ANNEX 7. DATA ANALYSIS AND LIMITATIONS OF FGDS

This annex provides a summary of the analytical plan and study limitations for FGDS conducted with youth and implementers. Further discussion is provided to shed light on themes that were not presented in Section 3 of the assessment report.

Summary of the Data Analysis Process

As provided in Annex 6, focus group and in-depth interview guides were created in collaboration with the USAID team in Zambia and local consultants based on the research questions and prioritized domains (e.g., supports, examples of agency, assets and contribution, youth needs and priorities). All participants voluntarily participated following an introduction outlining the purpose and scope of the data collection and there were no known adverse situations arising from their participation. To guide the analysis process, the team developed an initial codebook with codes or identifiers based on the research questions prior to data collection. As part of the nightly debriefs during the fieldwork, the team discussed emerging themes and refined the codebook. The FGD leads held an analysis workshop to further discuss and document emerging themes and ensure standard interpretation of the codes across the team. All notes were typed and the team divided coding responsibilities. Using a sub-set of transcripts, the data was double-coded for inter-rater reliability. Transcripts from the FGDS were input into Atlas.ti, version 7.1, a qualitative software package. The team conducted a convergence and divergence analysis to understand range of response within the various themes that were driven by the research questions and used that analysis to write the youth voices section presented in this report.

Elaboration of themes

This section includes some of the details, excerpts, and quotes from the focus group discussions as it related to various priority themes.

I. Education

The importance of education in achieving life goals and adult success was expressed repeatedly by both youth and implementers. One youth stated, *“We need education. It is able to help one achieve goals in life. All levels of education.”*^{ix} Many participants noted barriers to education such as, *“Many youth drop out of school because their guardians do not have the financial means to support them.”*^x *“I decided to go to school, my mum refused me to go to school, I begged many times so that I can go to school, but she used to say it’s waste of money.”*^{xi}

For other participants, it is not external factors that impact young people’s education, but rather those related to quality. *“For most kids, teachers, and most parents, the focus is on the child passing the exam, and not learning. Some of them will concentrate on memorizing questions and passing the exam and move on...and then they are the ones who are in the workplace who can’t do basic math at a certain age.”*^{xii} *“I think part of the problem is overcrowding. My brother-in-law is going*

to school with 50 kids in a class. I think the teacher-student ratio needs to be improved.”^{xciii} “My cousin dropped out of school. She would say ‘I’m not intelligent enough’”^{xciv}

For young people living in poverty, there are risks associated with seeking external support to obtain school fees or assistance. For some this leads to engaging in transactional sex. For other youth, substance abuse impedes educational attainment. *“You have shebeens, where a lot of school dropouts spend their time, drinking all day. They start in the morning, as soon as church gets out, they are drinking.”^{xcv}* Some youth feel policies should be implemented or enforced that reduce youth substance abuse: *“Laws [should] be stiffened not to allow under-aged children in bars. Some children have become drunkards.”^{xcvi} “You should increase the price of alcohol. Only big (older) people can buy this.”^{xcvii}*

Some participants discussed the importance of feeling valued and supported by teachers and staff. *“A bunch of us found a fashion design group in school. We designed an outfit and showed it to the teacher. Our teacher saw the outfit and we told her about the fabric we want to use with the dress. She told us ‘You only find that fabric in Paris.’ [So] you end up keeping your dream in a wall. You don’t tell anyone.”^{xcviii} “Some schools have...guidance and counseling teachers who don’t know what they are doing [laughter]. They’re probably good at counseling a student who becomes pregnant. But beyond that, besides how to have a career, building one’s self esteem - they know very little and spend little time in such.”^{xcix}*

Despite challenges, most youth were very motivated to succeed in school. *“You set goals and follow them as set. If you don’t you lose direction, and then you are not going to make it. Most of us want to go to school in Lusaka. There is clubbing. If you are not focused, you end up being a college drop out.”^{cc}*

Young people had numerous suggestions to help improve the educational context, including their own personal responsibility. *“If you have the resources, you can help out. For example, there is a young lady who grows vegetables, sells them and uses the money to buy uniforms for vulnerable children.”^{cci} There is also someone who was a senior last year. His family could not pay for his school fees going to grade nine. So he stayed in the village for one year, and started a business of selling phones and laptops. And that is the money he used up to grade twelve and the business has grown a little bit.”^{ccii}*

2. Employment and Skills Development

Employment and skills development that leads to more productive livelihoods are some of the top priorities for young people. Many young people shared their experiences with the challenges of finding formal employment leading to work in the informal sector. Such challenges were also noted by implementers. *“You find the minute you park your car, some youth will step into your parking spot and say this is our place...If you want to park here, you need to pay 5 [kwacha]”^{cciii} “There are few companies in Petanuke. If there were many companies, many youths would find employment and not spend time in the drinking places.”^{cciv}*

One implementer noted that *“A youth that aims high can take up a job. They can take a job [that is] piecework. They can find a job at ShopRite.”^{ccv}* A youth reflected: *“When I finished school, I...searched for employment to help me buy what I want. I think that is what will prevent me from achieving my goal. Rather than continue searching for a job, knowing that there are no jobs available around here, especially if you do not have a degree or PhD, I think doing my own [business] will help me”^{ccvi}*

The importance of connections came up repeatedly. *“This is frustrating us, as youths. If you don’t have the connections... we remain unemployed and frustrated.”^{ccvii}*

In addition to connections, participants also recognize they need to obtain relevant skills, that those skills need to be marketable, and ultimately, they may need assistance accessing the labor market and “completing the skills development cycle.” *I did some IT at NECOR, but the benefits are not coming through. Someone told me that since I like opening and dealing with gadgets, I should do IT. But for IT, the opportunities are not there unless (you are) selling IT gadgets.”^{ccviii}* An implementer added, *“One thing not being done is that when they provide the skills to vulnerable youth, they do not complete the skills development cycle whereby when you give [them] the skills, you make sure that they start using it to earn a living. Mostly [the cycle] ends at just giving them the skills... The thing that is not happening very much is linking them to other institutions that could make use of their skills for their livelihoods to improve.”^{ccix}*

3. Youth-Friendly Spaces

While the original intent of the youth-friendly corner concept is to provide youth-friendly SRH information in a clinical setting, it also serves as a space where young people obtain information on non-health matters. Some youth and implementers note that the youth-friendly corner is used, and has the potential to be used, as a resource that links youth to opportunities, information and resources beyond SRH: life skills, entrepreneurship or skills development. *“It’s good to join some groups that talk about how to take care of yourself. For example, youth-friendly corners. (There) we learn so many things. We learn how we can interact with other people. (Through this) we sometimes have tours whereby we sometimes go to Cedric’s Farm (a nearby commercial farmer). We meet different people, even the workers. You realize you can also start working. Especially that they know you and have seen you ...”*^{xxxv}

Youth-friendly corners also have potential to further evolve into spaces that mirror one-stop centers where the information and services provided can go beyond SRH to include employment, financial, business training and recreation. These spaces could expand to be places where young people are connected to activities that can enhance their skills, develop their talents and support healthy lifestyles. In doing so, the corners would also mitigate the stigma associated in a youth space that is primarily for accessing family planning or reproductive health services. Some successful innovative approaches generating uptake of youth-friendly services go beyond health and have their roots in recreation, as noted in the case study.

4. Role of Faith-Based Organizations, Government, and Traditional Leaders

Focus group participants recognize how important community assets are in their lives, including parents, traditional leaders, religious leaders, and faith-based organizations. These people and places provide general support as well as help create pathways to livelihoods. *“For Catholics they have programs for tailoring, you are taught also like general hospitality...so you get the skills and self-employ yourself other than engaging in other activities to earn a living.”*^{xxxvi} *“My church offers counseling and guidance to those with problems and financial aid. So if an orphan or vulnerable youth has an idea for the small business, the church will give them money to start this business.”*^{xxxvii}

“The chief does not promote early marriages of either a boy or a girl. He encourages the youths to work harder.”^{xxxviii} *“Chief Mutale is a good example. He does not support unwanted pregnancies, early marriages, child labor, selling of alcohol to the underage [youth]. He promotes healthy and legal issues. He...works with police and the court.”*^{xxxix} *“It became difficult for [traditional leaders] to speak up in front of in-laws detailed on sexual stuff.”*^{xl}

5. Access to Information and Social Media

Youth and implementers reflected on the invaluable role of social media and the internet in the lives of youth. Social media provide access to information which allows youth to be better engaged and learn about opportunities or access resources that can support them in their quest to meaningfully contribute to society and enhance their lives. Youth and implementers commented that social media have no age or educational boundary- again highlighting the relative accessibility of this type of media. They also noted that younger youth, most notably those in the 10-17 year range, can obtain information from the internet and for those youth not in school, social media platforms such as Facebook and What’s App were noted examples for accessing information. Some youth also noted that social media serves as a venue for highlighting youth-led progress and accomplishments, in addition to sourcing information. *“Not everyone can read a newspaper but youth of today we are more into social networking, like Facebook is very common whether you are in school or not. And phones below fifty kwacha are able to access these social media, it is like the most common newspaper in our community. So it is very easy to access this information.”*^{xli} *“About technology, we all just need to know this. We need to advertise, post on Facebook. People will know about us youths and what we are doing.”*^{xlii} However, implementers noted the negative implications of social media—that it also serves as a gateway for vices such as pornography, can provide misinformation or age-inappropriate information particularly on health matters, and promote or encourage risky behavior. *“For example if a young person wants to find out more about sex, it is difficult for them to go to the parents because some parents associate (sex) with taboos. So they would rather go to the internet café since the information is there.”*^{xliii} *“Youth use the phones to get information on shaping their minds on relationships. Each time you would buy a phone for my niece or daughter for*

communication, they (become) very advance(d) than the parents themselves.”^{ccix}. “(With) these gadgets they have ...they are watching pornography. For example my niece was caught watching pornography at school and she was in grade 8.”^{cd}

Some youth noted social media or using technology to disseminate youth-specific information is not the most appropriate mechanism for youth particularly in rural environments lacking access to the internet. Youth made specific reference to the radio and interpersonal communication as being appropriate means to access such information. Such media channels could benefit youth who do not have smart phones or computers or who do not belong to a formal household (e.g., street youth). *“Attending youth programs can help but not everyone is privileged. These also cater for a few youths, it is not everyone...To help, that is to provide sensitization through road shows, social media and radio. (But) social media is limited just like TV. Radios are appropriate.”^{cxli} “There are a lot of pregnancies and early marriages. ... I can organize a sport workshop and provide food. I would tell them (youth) that at the end of the workshop there is food.. That’s how you can keep a Zambian (with food). I would give them information, and give them food and would tell them, as they are eating, what exactly they need to stop doing (unprotected sex and early marriage). I would tell them these things are the ones leading to the poor life that we are having in Zambia.”^{cdlii}*

Implementers also noted alternate forms of media to support youth access to information, particularly those that can enhance skills and facilitate access to employment/training opportunities. ZNFU in Eastern Province uses community radio and trains “lead farmers”, some of whom are youth or women based in their home communities. Lead farmers help to raise awareness about agricultural-specific services and assistance, including skills training and financial services that ZNFU provides.

ANNEX 8. INTERVIEW PROTOCOLS FOR KEY STAKEHOLDERS

Summary. Interview Questions by Category of Respondent

1. QUESTIONS FOR USAID/ZAMBIA

1.1 Mission-Wide Questions

THE CURRENT CDCS STRATEGY, RESULTS, SECTOR FOCUS AND YOUTH

- How do you understand the current CDCS (2011-15) strategy with respect to its impact on youth and the Mission's interest in the youth cohort from age 10-24? (*the word "youth" appears only three times in passing in the CDCS*)
- What have been the major impediments to implementing the current CDCS portfolio in your areas of responsibility?
- What do you see as your major successes in your areas of responsibility and with respect to youth in particular?
- What do you see as the challenges in USAID program implementation in youth development?
- What is your perspective and what do you think is the current USAID/Zambia perspective more broadly concerning development of a "youth strategy" for the next CDCS? This is referred to in the SOW as "tentative."
- In light of what you have said about the successes of and impediments to current CDCS implementation, to what extent do you see "youth" (ages 10-24) as a useful lens through which to view issues and around which to design the next CDCS? Do you have any caveats in this regard?

POSITIVE YOUTH DEVELOPMENT

- Are you familiar with the term "Positive Youth Development" (PYD) and has this concept been relevant to your work? (Interviewers will have a 1-page handout for use as needed that explains the concept and terminology: assets, agency, environment, contribution. These categories are called "domains").
- From this PYD perspective, which of the activities/projects that we have already discussed - or other Mission efforts – explicitly seek to engage and prepare young within the PYD framework?
- Does your office (or activities that you oversee) currently engage young people in design, assessment, implementation or evaluation? Do you see opportunities to increase youth engagement in the future? If so, how?
- Are young people engaged in leadership roles in the activities in which you are involved?
- Where do you see the best opportunities for youth to provide feedback, to lead, to recruit, or sustain elements of the activities in question?
- What are some the key challenges or obstacles you encounter when trying to achieve your goals around supporting and engaging young people? How do you or can you best address those challenges?
- "Youth" are defined as those aged 10-24 in the MWYA SOW while the MYSCD defines youth as those between 15 and 35; the UN system uses 15-24 and the Commonwealth Youth Program uses 15-29. Do multiple definitions of "youth" complicate efforts to align programs of different donors and the GRZ and to assess impact across sectors when there are different cut off points? Do you have any recommendations about how to address this?

STAKEHOLDER COOPERATION AND COLLABORATION (GRZ AND OTHER DONORS)

- A goal of the CDCS has been to better align USAID programming with the GRZ and other donors.
 - How successful has this been?
 - How does coordination and collaboration occur and what mechanisms seem to work best?
 - What are the principal barriers to harmonization and alignment?
 - Does the issue of budget support vs project-based assistance pose challenges for cooperation with the GRZ and/or other donors?
 - Can you cite a few examples of successful collaboration with other donors?
 - Are their particular donors that USAID/Zambia finds to be most cooperative and most knowledgeable about youth issues?

- Who are the people or organizations whose work you most admire in supporting and engaging young people? What are their comparative advantages and why are they succeeding?
- To what extent and in what ways does the National Youth Policy offer a policy framework for stakeholder cooperation and alignment when targeting youth? What are its limitations?
- What is USAID's comparative advantage in supporting GRZ priorities for youth?
- What has been your experience working with the relevant GRZ ministries and agencies and what do you see as their key constraints and capacities for engagement in a youth-oriented strategy?
- What do you anticipate will be the most common reaction of the GRZ ministries to our Mission-Wide Youth Assessment? Are there issues or perspectives that we should anticipate regarding GRZ-USAID relations?
- Are there specific questions that you think the MWYA Team should ask specific government ministries or other stakeholders or any concerns about what we may ask?

GENDER AND YOUTH

- How would you assess the Mission's attention to and integration of gender issues into the current CDCS?
- How successful do you think your Office and/or the Mission more generally have been in effecting positive change related to gender from a youth perspective?
- Are there gaps where gender can be addressed or addressed more vigorously?
- Have you had interactions with the Ministry of Gender and has the ministry been effective in supporting gender with respect to PYD? In what ways?
- Do you have specific ideas and recommendations about how to ensure optimal gender awareness and equity in PYD within the framework of the next CDCS?

THE NEXT CDCS AND YOUTH

- The current CDCS is 85% funded by PEPFAR. USAID/Zambia seeks actionable recommendations for the future. In light of this, to what extent should we focus on the health sector as compared to education, D&G and E3? Does USAID/Zambia have any sense of its possible overall budget for the next CDCS and by source that would affect the likely sector focus for the next CDCS?
- Considering the sector on which you are focused and Mission-wide objectives, where do you see the greatest opportunities for future youth programming by sector?
 - What else can be done to address the health of youth?
 - What strategies or approaches would you recommend to address youth skills training, employability and incomes?
 - Do you have comments on D&G and education as related to youth?
 - What specific constraints do you see that undermine the environment in which youth seek to build and apply their assets and how can that environment (context) be improved?
- Where do you see the best opportunities for cross-sector collaboration for Mission programming that aims to support, prepare and engage youth?
- How can USAID more strategically focus its youth programming to support Zambia to address SDGs that are most applicable to youth? (*Note: there are 17 goals, 169 targets and 304 indicators in the SDG mandate so this question could be problematic but it is in the SOW so we can ask it to some interviewees to see if they are explicitly focused on a specific target(s) within particular goals.*)
- Do you see ways to improve USAID/Zambia's support to any specific elements of Zambia's Vision 2030 goals and/or its current National Youth Policy beyond current practices?
- What do we need to understand or take into account in our forming our recommendations that may not otherwise be obvious from written documentation?

1.2 Health Office

- What is the health office's current thinking about its strategy over the next five years to address youth health issues specifically?
- From the health sector perspective, are there advantages to viewing health issues from within a PYD youth strategy that covers 10-24 year olds specifically? If yes, what are they?
- Are there any risks of programming discontinuities for children below age 10 and youths older than 24 in terms of addressing their needs in this manner?

- From among the large portfolio of health sector projects, which representatives of these projects or other independent experts would you advise us to meet that may have insightful contributions to make with respect to strategic approaches to and programming priorities for youth?
- As the largest sector in the USAID/Zambia portfolio, how and to what extent does the health office interact and integrate its initiatives with those in education, E3 and D&G from the perspective of youth? If “youth” or integrated PYD has not been a lens through which projects have been reviewed, do you see advantages to doing so in health and what might they be?
- Has USAID followed up on the above recommendation and do you agree with the degree of attention given to this issue as a problem for youth seeking to access health information? If yes, how could this issue be addressed in the next CDCS?
- The UNICEF U-Report is cited as an innovative way for youth to text questions about SRH. We plan to meet UNICEF but wonder if USAID is thinking about U-Report and perhaps social media (Facebook, etc.) more broadly as a way to disseminate accurate health information to more youths and how to then empower youth to obtain health screening, condoms etc. in a safe and friendly environment?
- Many USAID-funded health projects focus on health systems strengthening. How do these programs currently or potentially promote more youth-inclusive and youth-responsive health systems?
- Many health projects target vulnerable populations by expanding and improving services and by strengthening community support. Can you provide examples of how young people served by such programs are involved in informing or improving them?
- Among the most marginalized populations are commercial sex workers and MSM. What approach has USAID taken with respect to these vulnerable groups and has USAID found ways to surmount social stigma to reach these groups in Zambia? Is this something that the MWYA should be considering for future programming?
- How have USAID programs aligned with the UN *Situation Assessment of the HIV Response among Young People in Zambia*? Are there areas for improvement?
- What is the nature and level of cooperation among PEPFAR, the Global Fund, GAVI, the PMI and funding for health provided by other donors and is there an explicit “youth optic?”

1.3 Education Office

- How does the Mission ensure coherence among the early grade reading projects?
- Do any of these projects involve youth aged 10-24? If so, how?
- How might a mission-wide youth strategy affect Education Office programming for the next CDCS given the USAID-wide emphasis on early grade reading and the Youth Map (and now the MWYA) focus on youth aged 10-24?
- In what ways might early grade reading projects incorporate a whole-child approach or build an enabling school environment that helps to achieve early grade reading success and prepare these children to benefit from what may be an integrated PYD strategy as they approach age 10?

1.4 Democracy, Rights, and Governance Office

- Are there ways to engage young people more constructively in D&G programs and to address the findings in the 2014 Youth Map assessment that showed very low youth interest and participation?
- Do you have ideas about USAID D&G programming going forward that might lend itself to a youth focus (ages 10-24)?
- Do you have any sense of the funding level that might be available for D&Gs and how creative approaches to D&G might attract funding or is D&G likely to remain a minor part of the future portfolio?
- Specifically, are there ways for the Counterpart International Project (\$5.9m to 9/19) to motivate young in the upper cohort (20-24) to become more proactive in addressing transparency issues?

1.5 Economic Development (E3)

- To what extent are USAID/Zambia programs generating employment/incomes and/or workforce skills for youth? In what sectors? What challenges and opportunities exist?
- Do you have ideas for how USAID could more constructively engage with the private sector to address employment and/or employment skills for young people?

- Among the recently completed agricultural projects, some used value-chain assessments to try to stimulate production and productivity to generate incomes and value-chain growth. Which of the projects in the current CDCS cycle managed to achieve success with a value chain approach, what were the impediments and does, in your view, a private-sector value-chain perspective and strategy offer opportunities for the application of a PYD approach in agriculture, agri-business, construction, textiles or other areas as a means to achieve sustainable income generation through entrepreneurship, greater demand for raw and processed products, for services, etc.?
- Has the MYS Action Plan for Youth Empowerment and Employment provided a framework for EG design? What is your view of the Plan's rural industrialization and are EG strategies aligned with this?
- Food security: What aspects of a PYD strategy may be relevant for improved integration of youth into food security projects and objectives, i.e., nutrition, household interventions, FTF?

1.6 Program Office

- How does the Program Office approach the concept of youth with respect to M&E across projects and sectors?
- Does the concept of PYD provide or could it provide a useful conceptual framework for youth-driven monitoring and evaluating programming going forward?
- What is the current USAID/Zambia pipeline of projects and how do they relate to PYD?
- Are there aspects of the budget process that could be or should be linked to PYD?
- USAID/Zambia funds multi-sectoral efforts, including work on HIV/AIDS, OVCs, food security, and gender. What key lessons have been learned from the multi-sector approach that might be applied to a multi-sector strategy for PYD? For example, how might youth more effectively lead and become engaged across sector programs?

2. QUESTIONS FOR THE GRZ

2.1 Ministry of Youth, Sport and Child Development (MoYSCD)

- The NYP was updated in 2015 to reflect a changing youth environment and better align with Vision 2030 and the R-SNDP. The new policy identifies specific groups of young people for priority interventions. It also prioritizes 5 areas: 1) Youth Employment and Entrepreneurship, 2) Education and Skills Development, 3) Youth and Health, 4) Creative Industry & Youth Mainstreaming and 5) cross-cutting issues (environment, integrating disability, HIV/AIDS, gender equity, and governance). Where do you see the most strategic value of USAID's support within these priority areas and sub-groups?
- The implementation framework states that the role of cooperating partners is to provide the "technical, financial, and logistical support for implementation and M&E of the NYP." Can you explain how you envision USAID best supporting each of these three areas? In your view, what have been some of the more successful modes of cooperation in these areas?
- How can USAID best support the Ministry in realizing an integrated, mainstreamed, and inclusive approach to help realize Vision 2030 for a nation of "skilled, enlightened, economically empowered and patriotic youth"?
- In addition to USAID, your Ministry works with the ILO and several other donors. Please briefly indicate which donors have provided the most critical support and in what ways. This will help us to focus our forthcoming discussions with them with respect to PYD.

2.2 Ministry of Community Development and Social Welfare (MoCDSW)

- The Ministry appears to have a wide range of mandates around poverty reduction, social protection, and health care services. A significant number of those served are "youth" as defined in the NYP as aged 15-35. While the Ministry of Youth is mandated to implement the NYP, clearly your Ministry is helping to achieve many of its goals and objectives. Does your Ministry have its own strategic objectives that target youth specifically and/or to mainstream youth throughout the range of services offered by your Ministry?
- Does your Ministry receive external donor support? If yes, which major donors assist your ministry and in what ways?
- Can you describe how your Non-Formal Education (NFE) and Skills Training programs align with the NYP? The training is done in provincial training centers, which are all currently being rehabilitated- is that accurate?

Can you explain how this has affected your initiatives and the nature and extent of your presence at the local level?

- In addition to skilled trades and some components of literacy and entrepreneurship, are there other established curricula for the training provided in the centers? What is the certification process for those who complete training and for teachers?
- Is “life skills” training offered in these training centers, e.g., communication, teamwork, hygiene, or other non-technical skills?
- In what ways does your Ministry engage or align with the NYP Action Plan, the YEES – Youth Empowerment and Employment Action Plan and do NFE and skills training students benefit from activities linked to this Plan?
- Do those completing the NFE program get help finding work? If so, how? How is this monitored and evaluated so the Ministry knows what work and its degree of success?
- What are your strategic objectives for NFE and skills training for the next five years? What challenges exist that you need to address? What current areas need improvement? What opportunities do you see to build greater quality and impact through your programs?

2.3 Ministry of Health (MoH)

- A significant portion of USAID and PEPFAR’s work supports the GRZ for prevention, care and treatment of HIV/AIDS, particularly among vulnerable populations, including adolescent girls. In your view, how strategic and integrated is the current spectrum of USAID support to the health sector with respect to HIV/AIDS and overall (as opposed to less than fully integrated project-based approaches)?
- Do you see specific ways that USAID might strengthen its strategic approach in its next 2016-2020 programming cycle in order to help your Ministry leverage its strengths to better serve, in particular, youths aged 10-24?
- Are you familiar with the concept of “Positive Youth Development” and is this ever discussed within the ministry or with donors as a way to think about and measure the impact of the full range of services offered to youth?
- Do you see any programming advantages to viewing youth development (ages 10-24) strategically as a process of building their assets, helping them to apply those assets, promoting an enabling environment where they can grow and empowering them to participate more fully in their communities.
- Would a “strategic architecture of PYD” provide added value to the MoH M&E process by offering a new holistic perspective?
- Are there specific challenges or weaknesses in the delivery of health services in Zambia where you believe that USAID in particular could play a stronger, different or additional role? If yes, what are these?
- With respect to the last question, are there other donors now engaged in those specific areas where you feel USAID could help more and are there opportunities for synergies among them and with the MoH and possibly other ministries?
- How has the MoH promoted coordination among donors over the past few years and how well aligned are current health-sector activities funded by different donors with each other and with MoH goals?
- How could stakeholder collaboration in health be improved?
- Based on the results of Youth Map Zambia, in 2013, 70% of the young people who participated in focus groups mentioned family planning and SRH services as those they use most frequently. In this regard, how “youth-friendly” are these service center providers and how does or can the Ministry support and expand youth-friendly services in health clinics?
- Specifically, what strategies are currently employed for physical space/confidentiality?
- How successful has the Ministry been with offering young people opportunities to serve as peer educators/facilitators?

2.4 Ministry of Labor and Social Security (MLSS)

- The Action Plan for Youth Empowerment and Employment calls for mainstreaming youth employment via a rural industrialization strategy. What is the role of the MLSS in 1) planning and implementing locally-driven (district level) youth-centered employment and job creation initiatives; 2) strengthening labor market information systems and 3) other priority areas of the Action Plan? *[These questions depend on the extent that the Action Plan strategy is a) being employed and b) is a MLSS priority.]*

- To the extent that you think this YEE strategy provides the best opportunity to address structural issues in youth unemployment, where do you see the best opportunities for partners to support the rural industrialization strategy and strengthen value-chain clusters over the next five years?
- Recent documents suggest the need for more youth readiness and placement or job referral services. Is your Ministry working on this issue and how do you see donor aid as a possible source of support for enhancing youth access to labor market information and preparation assistance?
- How does your Ministry coordinate its activities at the planning and program levels with those of the MoH, Ministry of Community Development and possibly others to ensure coherence in the common pursuit of NYP priorities?
- When engaging in such coordination mechanisms, what strategic frameworks are used to assess youth needs, youth priorities and the allocation of tasks among ministries? For example, does the idea of PYD ever provide a focus for discussion as a framework for synergy? *[If unfamiliar with the PYD terminology we will then explain and provide the handout and then discuss the concept in terms of its degree of relevance to the Ministry's concerns and activities.]*

2.5 Ministry of Gender and Child Development MGCD

- USAID has recognized that addressing GBV is a priority and currently funds GBV projects. In what ways does your Ministry work with USAID on GBV and do you see ways for USAID to strengthen its approach and activities over the next five years?
- How does your Ministry interact with the MoH and other key ministries where gender is a cross-cutting issue and do you have substantive input across sectors around the issue of gender? If yes, how does this happen?
- Does your Ministry have priorities that cannot be addressed or that are only weakly addressed due to resource constraints? If yes, what are these and what is needed over the next five years to address your priorities more comprehensively?
- How might such priorities fit into a PYD strategy? *[Review PYD if term is not familiar]*
- USAID also addresses OVC issues. Can you comment on your Ministry's level and type of engagement with OVC in relation to USAID-funded projects? Are there challenges or weaknesses in OVC aid?
- If yes, to what extent do other stakeholders meet these challenges and what might USAID do in the future to address them more fully?
- From your perspective how effective are coordination mechanisms among stakeholders and the GRZ and do they ensure alignment of donor-funded programs with GRZ and your Ministry's priorities and harmonization among programs?
- Are there other areas besides GBV and OVC where your Ministry plays a key role and is USAID engaged in these areas? If yes, are there weaknesses and how can these be addressed?
- With respect to all of these areas, how does the Ministry address the role of young men as victims and/or perpetrators of GBV as being an orphan or VC in terms of pro-active engagement to change attitudes and behavior?

2.6 Ministry of Chiefs and Traditional Affairs (MoCTA)

- MCTA has noted the importance of female chiefs as “advocates of peace and stability” and that one of the important roles of the Ministry is to ensure rural participation in governance. What can be done to help traditional leaders - both men and women- foster the next generation of young people to be engaged and active participants in their community, while preserving traditional values?

2.7 National HIV/AIDS/STI TB Council (NAC)

- Given the four AIDS Strategic Framework priorities of more prevention, access, support and capacity, how does the NAC view:
 - The pace and rate of progress
 - The extent and coherence of the response by Cooperating partner
 - The degree to which priorities have translated into programs and projects
 - The ability of the NAC to monitor, coordinate and assess impact
 - The level, nature and willingness of stakeholders to collaborate and align
 - The accuracy and impact of targeting by age cohort, gender, location, etc.
 - The extent and nature of gaps in coverage, if any
 - The priorities for the next five years

- Where USAID has comparative advantages in terms of its knowledge and resources
- The possibility of a PYD strategic framework as a possible lens through which to assess and interpret impact on progressive youth development
- The 2011-15 Situation Assessment of the HIV Response among Young People made policy and programmatic recommendations, and proposed baselines and targets. To what extent have those recommendations been implemented, are they still valid and, if so, how can they be advanced?
- What lessons can be drawn from your experience providing care and services to OVCs? What works? What needs to be changed and what are the likely priorities over the next five years?
- USAID/PEPFAR & others support the DREAMS Partnership (now concentrated in 3 districts and 2 provinces) and Accelerating Children's HIV/AIDS's Treatment (ACT). Assuming that youth aged 10-24 are a USAID priority moving forward, do you see ways that Mission can add value or strengthen the NAC's work in the national response to HIV/AIDS via these approaches and/or more broadly?
- The UNICEF U-Report Platform is an innovative approach to HIV Testing & Counseling services via SMS. What factors contributed to growing interest and participation by the many young users of this platform? Does NAC or any other entity have a breakdown of users by gender or age?

3. QUESTIONS FOR KEY DEVELOPMENT PARTNERS

3.1 Questions for all Development Partners

- What are the most effective coordinating mechanisms or approaches that allow you to leverage the assets present in the country, along with the assets of other development partners, to increase your impact?
- Are there specific lessons learned from the effort to harmonize aid among Development Partners generally or in priority sectors that should be noted for the 2016-2020 programming period?
- Do you see any major challenges in stakeholder collaboration that have a negative impact on aid effectiveness? If yes, please explain.
- Are there issues with trilateral cooperation: GRZ-your agency-USAID/other donors?
- What has been your experience with USAID in terms of harmonization and do you have recommendations on a 1) policy or 2) sector or project level with respect to USAID programming and cooperation over the next five years?
- Does your organization explicitly consider youth as a cross-sectoral issue or perspective and, if so, how do you define "youth"?
- If "youth" is an element of your strategic approach, how do you conceive of, prioritize and program aid from a youth perspective?
- USAID is considering the PYD approach to future youth-focused programming. Does your entity use the PYD concept and do you think this optic could add value to the framework for youth programming and for youth M&E?
- With regard to youth, what changes or adjustments, if any, are you making to your current strategic plans to take into account adaptation to climate change and response to the current drought?
- Based on your understanding of USAID programs and areas of comparative advantage, what opportunities do you see to expand or strengthen synergies with USAID to support youth?
- What role, if any, do "public-private partnerships" play in your entity's thinking about youth employment and incomes, youth capacity development and youth resilience?
- Does your entity use a value-chain methodology to assess areas for youth income generation and employment and does your entity in any way support SMEs as job-creators? If yes, which activities do this and do you have a document to share with us that provides details?

3.2 Questions for DfID

- We have reviewed the DfID website but would appreciate a quick summary of key DfID objectives with respect to youth as a start to our discussion.
- What do you see as DfID's comparative advantages and areas of expertise with respect to youth?
- When programming DfID funds for 2016-2020 or other time period, would you expect to have bilateral discussions with USAID about harmonization of programming or would such discussions be held primarily within the framework of multi-lateral discussions about harmonization and alignment and would such discussions be government-led?

- Do you see strategic opportunities to enhance DFiD's engagement with youth 10-24?
- What is your view of USAID-Zambia's program and its engagement with youth?
- Are there areas for improvement in USAID-DFiD collaboration?
- What strategic framework does DFiD use when considering youth needs holistically? Do you assess youth needs from the perspective of so-called PYD? [Explain the PYD definitions as used by USAID and the Youth Power IDIQ]
- Do you see areas where USAID has a comparative advantage in programming around youth needs? If yes, what are they and what are the reasons for this advantage?

3.3 Questions for GIZ

- Given the work that you have done strengthening civil society organizations (CSOs) and networks in order to improve dialogue between the state and society, do you have any recommendations on targeting or strengthening specifically youth-led or youth serving organizations?
- What is your view of the state of stakeholder collaboration in Zambia among donors and between donors and the GIZ? Are there areas that need improvement?

3.4 Questions for SIDA

- SIDA made a strategic decision in 2013 to focus your efforts in Zambia on women, children, youth and entrepreneurs. What have been the results and what lessons have you learned so far from taking this approach?
- What strategies are you employing to work toward the goal of 120K new jobs, especially for women and young people?
- Do you assess value chains in order to identify work opportunities and sectors and sub-sectors with the potential for growth and job creation?
- Have you had success with market-driven approaches to increase access to clean and renewable energy with low environmental impact that contributes to women and young peoples' livelihoods?
- What is your view of the state of stakeholder collaboration in Zambia among donors and between donors and SIDA? Are there areas that need improvement?

3.5 Questions for ILO

- The ILO has extensive expertise as a partner in a broad range of strategic and policy development. In this regard, we would like to explore a range of issues with you regarding youth issues and their links to sustainable income generation. Specifically,
 - What role does the ILO play in Zambia in supporting key ministries?
 - How large is your presence in the country in terms of professional staff and technical assistance?
 - What initiatives do you support for TVET capacity building and the expansion of apprenticeships and the transition from TVET schools to work?
 - What is ILO's role in the rural industrialization strategy of the Action Plan for Youth Empowerment and Employment? What impact?
 - What are the key constraints faced by TVETs and how does this affect youth?
 - What is the state of alignment between TVET institutions and the labor market and what impediments limit improving market-driven TVET?
 - What are the key needs over the next five years for TVET improvement especially with respect to agriculture?
 - USAID funds several economic growth projects focused mostly in the agriculture sector. Does ILO interact with any of these projects, for example, regarding training in agro-processing, strategies to increase rural incomes, etc.?
 - If yes, in what ways and, if no, might there be ways to increase harmonization around youth income generation or health issues in TVET institutions or otherwise?
 - Do you have any recommendations regarding how USAID could most effectively support youth aged 10-24 over the next five years?
- In the first three years of the Zambia Green Jobs Program, how have youth been targeted and affected and what lessons have you learned about mainstreaming youth ages 10-24 into your approach? Are there any specific areas where you have had to adapt your interventions for this age cohort?

3.6 Questions for the EU

- The EU identifies energy access, energy security, and climate change policies as its areas of comparative advantage. As drivers of inclusive and sustainable growth, how do you envision young people to be to participants in these efforts?
- The current National Indicative Program does not mention “youth” as a category or focal point. Do you believe that a “youth perspective” may have value either from a strategic perspective or as a cross-sectoral issue or is this implicit in your activities?
- Both the EU and USAID are engaged in the agriculture sector. How much collaboration or coordination exists in this sector bilaterally (EU-USAID) and how much is a result of leadership from the Ministry of Agriculture?
- Do you see challenges in coverage of issues related to youth in agriculture or elsewhere that you think USAID should consider for its funding for 2016-2020?
- From your perspective, how effective is the current approach to harmonization of development objectives and resource programming generally and with USAID/Zambia? How can it be improved?

3.7 Questions for UNAIDS

- A key area for our USAID MWYA is how to increase youth participation and leadership in future USAID programming (2016-2020). In this regard, the ASRHR Symposium apparently generated a high level of youth participation last year. What strategies does UNAIDS employ to leverage or mobilize youth involvement?
- How does UNAIDS target marginalized groups in a country like Zambia that has both a high rate of HIV infection and especially harsh laws and stigmatization of LGBTI youth? In the literature we have seen on HIV in Zambia this issue is almost never mentioned. In other African countries HIV transmission via LGBTI and especially via those who are forced into unwanted marriages to hide their orientation, leads to higher risk of transmission.
- Is this a gap in the approach to dealing with HIV or is it being addressed in some way? Is this an area for greater USAID concern?
- What has been your experience with stakeholder collaboration in the health sector and specifically with USAID?

3.8 Questions for UNICEF

- You launched the Unite4Climate Youth program 6 years ago. What lessons have you learned about sustaining and growing youth-led development programs? Do you have plans to launch future efforts using similar methods? Do you have ideas on using leadership development strategies to help launch larger youth movements?
- Life Skills in School: Only 60% of schools are offering life skills, teachers may not have adequate preparation and support to teach them correctly and using interactive, learner-center methods. You are currently working on materials development and standards setting, and supporting the MOE to include sexuality education... are there ways in which other partners can complement or enhance these efforts?

We will also discuss the Adolescent Scorecard with them and ask some of the same questions shown for other development partners above.

3.9 Questions for UNFPA

- UNFPA has a long track record focusing on youth leadership and participation. Where are some of the potential synergies for development partners to expand upon or complement what you are doing?
- What are the primary strategies you are employing to reach out-of-school youth with comprehensive sexuality education programs?

3.10 Questions for UNESCO

- To frame our discussion, please summarize briefly UNESCO’s key activities in Zambia and its collaboration with other UN agencies and the GRZ.
- Does UNESCO use a “youth lens” in its policy or programming development and how is that applied to youth-related issues?

- Is the UNESCO life skills framework being expanded or adapted to be appropriate for the TVET system? What other development organizations fund or assist with life skills and how are these coordinated within the GRZ or otherwise?
- Regarding the BEAR project, how are you fostering linkages with private sector partners to ensure that skills development is market driven and how is this linked to ILO efforts and possibly those of others?

4. QUESTIONS FOR USAID-FUNDED PROJECT STAFF

4.1 Project Objectives, Challenges and Youth

- Because we are interviewing so many different people, it would be helpful if you could briefly summarize the key objectives of your project to set the stage for our discussion.
- What are the key challenges to effective project implementation?
- What are the principal barriers to scaling up and sustaining the activities being implemented by your project and to similar activities being implemented by the GRZ and/or other development partners?
- What strategic approaches do you believe might be most effective to minimize barriers, offer the best chance for scale up and sustainability and engage youth most effectively?
- How do you conceptualize and articulate the needs of “youth” specifically as a cross-sectoral and/or project-specific category of beneficiaries and are these broken down by age cohort? (Ages 10-15, 16-19 and 20-24)?
- If project impact is not evaluated by such age cohorts might there be an advantage to doing so?
- Within your project, are there discussions about how to measure project impact according to the four “domains” of the PYD strategic framework?
- Has analysis ever been done from a PYD perspective (assets, “agency”, environment and contribution?) If yes, has this been helpful and, if no, might this type of strategic perspective add value to your internal assessment process?

4.2 Sector Challenges, Issues, Needs and Programming Options

- What do you see as the key challenges confronting youth from the perspective of the sector(s) and/or sub-sectors that are targeted by your project?
- What challenges exist, if any, in your areas of project operation?
- What challenges exist more broadly in the sectors in which you operate?
- What recommendations might you have for programming USAID funds over the next five years that could help address these challenges?
- Are you aware of or do you have ideas for innovative, experimental or pilot initiatives that USAID might consider to address outstanding needs of youth?
- Are there areas where you see USAID having a comparative advantage and, if so, what competencies, sets of experience and/or resources generate such an advantage?

4.3 Stakeholder Collaboration

- How well and in what ways does your project coordinate and collaborate with other USAID-funded projects in your sector?
- How well and in what ways does your project coordinate and collaborate with relevant GRZ ministries and agencies?
- How well and in what ways does your project coordinate and collaborate with other development partners such as DFiD, SIDA, etc.?
- How can stakeholder collaboration be strengthened?

Additional project and sector-specific follow-up questions for the staff of each USAID-funded project will be developed after the initial meetings with USAID staff.

5. Questions for All Youth-Led/Youth-Serving Organizations (NGOs, CBOs etc.)

5.1 Tell us about the your organization and programs

- How was it established? What was the initial purpose or vision of your organization? [*depending on who we are talking to and the age of the organization*]
- What support do you receive from within the community or from your home office (if there is one)?
- What internal challenges do you face to meeting your mission, and how do you address them?
- What does your organization do best?
- What is your most critical measure of success?
- How do your programs integrate gender?

5.2 Tell us about the young people you serve

- What are their key skills, talents, and capacities [*assets*]?
- To what extent are they able to use their skills and work toward their goals? [*“agency”*]
- What barriers limit their ability to use these assets? [*environment*]
- In light of these barriers, what are the most critical issues they face when trying to overcome them? [*asset limitations; characteristics of the enabling environment*]
- Do these issues vary by gender? If so, how?
- How does your organization help youth surmount these barriers?
- Where does your organization have a comparative advantage with respect to other organizations?
- What opportunities do those young people with whom you interact have to practice or assume leadership roles in program activities, in your organization or in their communities? [*contribution*]
- Specifically, do you involve young people in the assessment, design, implementation or evaluation of any parts of your programs? If so, how do you facilitate this?
- Do you involve young people in other ways in the leadership or governance of the organization? [*junior staff, advisory groups, leadership programs, etc.*]

5.3 Tell us about your staff

- What type of training do they receive? [*look for any gender specific*]
- Are the skills they need for this work taught at any local institution or college? Is there certification required?
- How do you think staff would like to expand or develop their skills?
- Are there any mentoring components to your programs or attachments/apprenticeships with other adults in the community? If so, how do you prepare for these connections?

5.4 Tell us about the development context in which you operate

- What challenges do you see in services for young people?
- How do you coordinate with other youth-serving organizations or other agencies to leverage your resources, avoid duplication and try to fill these challenges?
- How do you interact with funding sources? (e.g., GRZ, donors, foundations)?
- Do you receive human, financial, technical or other external support? If yes, how does it affect your activities and capacities?
- How can donor agencies more meaningfully seek and engage the input of young people and help you to address programming challenges?
- How can donor agencies make a greater impact on the lives of young people aged 10-24?

ANNEX 9. INTERVIEW PROTOCOLS FOR FGDS

Summary. Focus group discussion guides for youth, implementers and district-based informants

I. Focus Group Discussion Guide for Youth

Participants- Inclusion criteria: Must be between age 18-24

Setting up the conversation (~15 minutes)

- Introductions: data collection team will introduce themselves and explain the purpose of the meeting
- Obtain consent to record discussion. If one or more participants are not comfortable with recording, then just take notes only.
- Complete table to capture limited socio-demographic info from participants (number, sex, age of participants)
- Establish ground rules
- Give participants project information in case they have follow-up questions
- Have participants introduce themselves briefly (e.g. first name only, how old they are, how they have been engaging in youth programming in their community)
- Icebreaker: Goals and dreams- Where do you see yourself 3 years from now? What goals/dreams do you have to achieve this? Where do you see yourself achieving this dream? What is it in this space that can help you achieve your dream?(Note differences between genders)

Questions (Note: bolded headers are for facilitators' use only. Doesn't need to be stated)

Lines of inquiry/questioning

1. What supports in this community help a young person work towards his/her goals or realize their dreams? (Examples of supports are people, organizations, and beliefs. And by "young people", we mean people between the age 10 and 24.)

Probes:

- What type of supports (e.g., organizations, people [family, friends], beliefs)? (Examples include youth/support group, peer education, mentors, health services, life skills, educational/professional assistance, social media, legal aid, government support (social welfare, social cash transfer, police, etc.)
 - Who takes advantage of these supports?
 - How do these supports help young people reach their goals?
 - Who provides the support? Who funds this support? (Of particular note, do they know USAID as the funder?)
 - In general, are these supports viewed as meeting youth needs (satisfactory)? Not satisfactory? More than meeting youth needs (Above satisfactory)?
 - What are some challenges that youth have experienced while striving for their dreams? What are some of the barriers to such supports?
 - Are these different for young people age 10-14, 15-19, and 20-24? If so, in what ways?
 - Are these different for boys and girls? If so, how?
 - Are these unique to where one lives (e.g., their community, district and province)?
2. What supports are available to help youth develop their skills or talents, or access resources? (Examples of supports are people, organizations, and beliefs. Examples of resources are education and training)

Probes:

- Was the support first offered because of a particular event/situation (e.g., change in policy)? What was that event/situation?
- Who provides the support? Who funds this support? (Of particular note, do they know USAID as the funder?)

- In general, are these supports viewed as meeting youth needs (satisfactory)? Not satisfactory? More than meeting youth needs (Above satisfactory)?
- Are these different for young people age 10-14, 15-19 and 20-24? If so, in what ways?
- Are these different for boys and girls? If so, how?
- Are these unique to where one lives (e.g., their community, district and province)?

**Additional Probes if education/on the job training/ transition into work program participants are present in FGD

- What supports exist to help prepare a young person to go find a job?
- What supports exist to help employed young people build their skills?
- What supports exist to help those young people who might not be connected to a job or in school?

**Additional Probes if women only FGD

- What supports exist to help female youth learn “soft” (non-technical) skills—communication, negotiation etc.?
- What social norms affect female youth access to skills trainings? Services?
- What role does SRH play in accessing these skills, trainings? Gender-based violence?

**Additional Probes if men only FGD

- What supports exist to help male youth learn “soft” (non-technical) skills—communication, negotiation etc.?
- What social norms affect female youth access to skills trainings? Services?
- What role does SRH play in accessing these skills, trainings? Gender-based violence?

3. What does a young person do to feel connected to their community?

Probes:

- Work?
- Volunteer?
- Church/religious worship?
- Start/have relationships? Family?
- Participate in the political process?
- How does a young person maintain this connection?
- Does this differ for young people age 10-14, 15-19, and 20-24? If so, in what ways?
- Does this differ for boys and girls? If so, how?
- Is this unique to where one lives (e.g., their community, district, province)?

4. What features of this community support young people who aim to contribute to the betterment of their own lives or their community?

Probes:

- Access to resources?
- Community, political leadership?
- Response/action from community? (e.g., guaranteed safety, assured justice)
- Are these different for young people age 10-14, 15-19, 20-24? If so, in what ways?
- Are these different for boys and girls? If so, how?
- Are these unique to where one lives (e.g., their community, district, province)?

5. What are the most important issues that young people in your community are facing?

Probes:

- Health-related: (e.g. sexual and reproductive health, violence in the community/home, access to HIV prevention, care and treatment services, accessing ante-natal care, menstrual hygiene management)

- Emotional/Psychological: (e.g., loneliness, frustration, depression, access to support services)
- Education: (e.g. school-fees, staying in school, academic help/tutoring, access to higher education/training after secondary school)
- Employment (e.g. opportunities for work, skills building, job training)
- Financial (e.g., poverty, securing credit/loans, securing school-fees)
- Legal (e.g., access to justice, property rights, legal counsel/ representation)
- Access to information (e.g., social media, radio)
- Are each of these different for young people age 10-14, 15-19, 20-24? If so, in what ways?
- Are each of these different for boys and girls? If so, how?
- Are each of these unique to where one lives (e.g., their community, district, province)?

6. In addition to these programs and services we've been discussing, what else do youth need in your community?

Probes:

- What would this activity look like?
- What type of youth (e.g., out of school youth) would the activity involve?
- Who from the community/government would be needed?
- What resources would be needed?
- Are each of these different for young people age 10-14, 15-19, 20-24? If so, in what ways?
- Are each of these different for boys and girls? If so, how?

**Participatory exercise to prioritize the issues and needs

THANKS & CLOSING: Is there anything you would like to add or do you have any questions for us?

2. Focus Group Discussion (FGD) Guide for Program Implementers

This initiative is part of a larger data collection effort for (USAID/Zambia). The Mission is currently evaluating how resources it has invested within the framework of the CDCS for 2011-2015 have affected Zambian youth aged 10-24 in order to consider programming options for the next USAID program cycle.

The FGDs are designed to learn more directly from youth FGD participants about 1) what services are available to young people aged 10-24; 2) where these young people go when they need services, and 3) what types of youth services and support are missing or inadequate.

Participants in this discussion are those who help implement projects in some capacity – such as being as peer mentors or peer educators to younger youth aged 10-17. We want to speak to these implementers to learn more about the priorities and issues affecting younger youth since, due to their age, we are unable to speak with them directly as part of this data collection activity. We are asking the same questions to older youth between 18 and 24 who are of the legally recognized age where they can speak for themselves.

Participants - Inclusion criteria: Employee or volunteer of organization that offers youth-focused programming.

Setting up the conversation (~15 minutes)

- Introductions: data collection team will introduce themselves and explain the purpose of the meeting
- Obtain consent to record discussion. If one or more participants are not comfortable with recording, then just take notes only.
- Complete table to capture limited socio-demographic info from participants (number, sex, age of participants)
- Establish ground rules
- Give participants project information in case they have questions
- Have participants introduce themselves briefly (e.g., first name only, how old they are, how they have been engaging in youth programming in their community).

*Participatory exercise to energize crowd and help prioritize issues (either 1-2 per discussion)

Questions (Note: bolded headers are for facilitators' use only. Doesn't need to be stated)

1. **Agency** - Help us understand the different ways in which young people in your community spend their time- both their free time as well as meeting their responsibilities and expectations.

Probes:

- Are each of these different for young people in age group 10-14, 15-19, 20-24? If so, in what ways?
 - Are each of these different for males and females? If so, how?
 - Are each of these unique to where one lives (e.g., their community, district, province)? If so, how?
2. **Assets** - What types of skills and talents do young people bring to the community, their peers, or to organizations and programs with which you are associated? (These skills and talents can include *personal strengths or qualities* like motivation and working well as a team. These skills and talents might also include things young people know *how to do*, such as leading a peer education session, planting crops, or tutoring others, and so on.)
 3. **Contribution** - What are the ways in which young people contribute to the improvement of their own lives or the improvement of the community?

Probe: In what ways could you see young people playing a greater role in building a better community?

4. **Support and enabling environment** - Tell us about some of the things that support the youth in communities where you have worked. These supports might include people (individuals), groups, organizations, programs or systems that have helped the youth to develop their skills or allowed them to show or develop their talents. [Pull out distinct categories: for example, people (individuals), groups, etc. Then go to the specific categories of support below]

Probes:

- What are the [identified supports] that help young people be involved in the community? How do they do this?
 - Who are some of the [identified supports] that the youth look to for encouragement and guidance?
 - What are some [identified supports] that help the youth develop their skills –skills that will advance their education or help them earn income or get work?
 - What are some supports that help the youth develop and maintain a healthy lifestyle, learn about sexual or reproductive health or help them when they are sick?
 - Are any of these support mechanisms uniquely available to either females or males?
 - If yes, are do you see any there advantages and/or disadvantages to such gender-specific mechanisms?
 - Do any of these (support mechanisms) offerings target youth by specific age brackets such as 10-14, 15-19 etc.? How?
 - What are the barriers to accessing such supports?
5. **Enabling environment & agency** - Do any of these supports in your district/province go beyond offering educational or technical skills or even support for soft skills? What supports stand out in terms of supporting and motivating a young person to work towards or realize his/her goals, dreams with purpose?

Probes:

- Do these issues differ for young women and young men?
 - Do they differ by age category such as 10-14, 15-19, 20-24?
 - Do they differ by where they live?
6. **Priorities** - In your opinion, what are the greatest priorities or most pressing issues that young people aged 10-24 face in your community?

Probes:

- Do these issues differ for young women and young men?
- Do these issues differ by age category such as 10-14, 15-19, 20-24?
- Do these issues differ by where they live?

- Are these issues (physical) health-related?
- Emotional/Psychological?
- Education?
- Employment?
- Financial?
- Legal?

7. **USAID** - Have you heard of USAID before today? If yes, what are some examples of activities that you have heard of associated with USAID in your district or province?

Probes:

- Do you think youth you work with know about USAID? If yes, through what means do you think they have come to know USAID? (e.g., signage, discussions, announcements, etc.)
8. **Data** - Does your organization use indicators to document program activity? If yes, what are some examples of these indicators?

Probes:

- How is data being used? To report upward to donors? For program improvement?
9. **What is missing?** In addition to the programs and services we've been discussing, what else needs to be looked into for youth in your community?

Probes:

- What would these activities look like?
 - What type of youth (e.g., out of school youth) would the activities involve?
 - What types of financial, organizational, government and other resources would be required to obtain these? Do these issues differ for young women and young men?
 - Do these issues differ by age category such as 10-14, 15-19, and 20-24?
 - Do these issues differ by where they live?
10. **Summarize** - Thinking about our discussion overall, what are the two or three most important recommendations you would make to those who might be able to help support youth in your communities?

*Participatory exercise to help youth prioritize these recommendations.

THANKS & CLOSING

1. Is there anything you would like to add or do you have any questions for us?
2. Reiterate that this information is going to be used for an assessment about youth priorities for USAID, but will not necessarily lead to resources or programs in this community.

3. Key Informant Question Guide (District Based)

1. What is the overall status/situation of youth in the location of intervention (population size, education, health, employment, civic engagement, social support, etc.)?
2. Help us understand the different ways in which young people in your community spend their time- both their free time and how they meet their responsibilities and expectations.
3. What are some of the most serious specific youth development challenges (activities, services, support, policy, etc.) that youth raise as you engage with them?

(In addition to other issues raised, listen for and probe specific issues pertaining to employment and youth training/capacity building.)

4. Who are the key players in youth development in the location and what are their comparative advantages in youth programming (both domestic and international donors/organizations)?
5. If implementing a USAID program (or have done so in the recent past, or are aware of one), are there any programming challenges that you can identify?
6. Tell us about some of the things that support the youth in communities you have worked. This support might include people, groups, organizations, laws, or programs that have helped the youth to develop their skills or allowed them to show or develop their talents. [Pull out distinct categories: people, groups, etc.]
7. Does any of the identified support in your district/province go beyond supporting educational or technical skills or even support soft skills? Are there any that stand out in terms of supporting and motivating a young person to work towards or realize his/her goals or dreams?
8. In addition to the programs and services we've been discussing, what else needs to be looked into for youth to develop themselves more fully in your community?
9. Thinking about our discussion overall, what are the two or three most important recommendations you would make to those who might be able to help bring change that support's youth development in your communities?

THANKS & CLOSING

- Is there anything you would like to add or do you have any questions for us?
- Reiterate that this information is going to be used for an assessment about youth priorities for USAID, but will not necessarily lead to resources or programs in this community.

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ANNEX 11. LIST OF PEOPLE MET

Name (Last, First)	Title	Organization
USAID and USAID project staff		
Bywater, Krista	Gender Adviser	USAID Development Lab
Chonba, Yvonne	Education Specialist	USAID
DeMarco, Renee	Senior Care & Support Advisor	USAID
Hytten, John	Country Development Officer	USAID
Inambao, Dr. Amusae	Director M&E and Research	Systems for Better Health (USAID)
Khunga Chirwa, Helen	Nutrition Adviser	USAID
Kuehnle, John	Deputy Director, Health Office	USAID
Luick-Martins, Melanie	Health Office Director	USAID
Martalus, Brian	Feed the Future Division Chief	USAID
Mosel, Debi	Program Office Director	USAID
Mubanga, Ellen	Public-Private Partnership Coordinator	USAID
Mungunda, Sitwala	OVC Specialist	USAID
Munthali, Loyce	Reproductive Health Specialist	USAID
Musonda, Dr. Victoria	Technical Director	Systems for Better Health (USAID)
Musumali, Masuka	MCH Specialist	USAID
Mweene, Beatrice	Education Specialist	USAID
Neville, Jenny	Democracy and Governance Officer	USAID
Ng'ango, Dr. Selia	Senior Manager (Health)	Systems for Better Health (USAID)
O'Bra, Heidi	Social Protection Division Chief	USAID
Phiri, Ngaitila	Health Office Key Populations Officer	USAID
Saili, Greg	Governance Advisor	USAID
Silweya, Timothy	Community Health Specialist	Systems for Better Health (USAID)
Sinyangwe, George	HIV & TB Division Chief	USAID
Sinyinza, Dr. Elija	Chief of Party	Systems for Better Health (USAID)
Sundareshwar, P.V.	Research Coordinator	USAID Development Lab
Toness, Anna	Economic Development Chief	USAID
Wambul, Dr. Teresiah	Education Adviser	USAID
Yates, Michael	Mission Director	USAID
Young, Iris	Education Office Chief	USAID
Government of the Republic of Zambia		
Chibuya	Senior Planner	Ministry of Chiefs and Traditional Affairs
Hachonda, Holo	Technical Advisor	National AIDS Council
Jackson Haconda, Nathalie	Senior Program Officer	Population Council
Kakuwa, Musheke	Senior Youth Development Officer	Ministry of Youth, Sports and Child Development
Kamanga, Cecilia	Labour Commissioner	Ministry of Labor
Masiye, Helen	Business and Corporate Manager	Citizens Economic Empowerment Commission, Ministry of Commerce
Mudale, Pumulo	Director of Gender Rights	Ministry of Gender
Mulonda, Collins A.	Director, Department of Youth Development	Ministry of Youth, Sports and Child Development
Mumba, Kennedy	Chief Social Welfare Officer	Ministry of Community Development and Social Welfare
Muyawala, Catherine	Knowledge Management Coordinator	National Aids Council
Mwemba Musheke, Mable	Chief Adolescent Health Officer	Ministry of Health
Namubame, Mwich	Reproductive Health Officer	Ministry of Health
Development Partners		
Bodal, Huzeifa	Coordinator Multi-Sectoral HIV Program	GIZ
Bwalya, Rhoda	Legal Officer	Women and Law in Southern Africa

Name (Last, First)	Title	Organization
Chambeshi, Margaret	M&E Director	Women and Law in Southern Africa
Chibamba, Fortune	M&E and Research Advisor	Zambia Community HIV Prevention Project (PACT ZCHPP)
Chilongu, Mark	Executive Director	African Directions
Conred, Jani	Adolescent Study Coordinator	ZAMBART
Havwala, Raymond	Men's Network Coordinator	YWCA
Joseph Chaila, Dr. Mwate	PopART For Youth Study Manager	ZAMBART
Kayongo, Brian	Technical Officer	Marie Stopes
Lungu, Helen	Chief of Party	ZCCP Prevention and Advocacy
Manda, John	Chief of Party	Survivor Support (World Vision)
Manda, Peter	Country Director	Strengthening Agriculture Input and Output Markets (Nutri Aid Trust)
Mayondi, Wonda	Chief of Party	STOP GBV Access to Justice
Mbewe, Madalitso	Adolescent Social Scientist	ZAMBART
Musikanga, Moses	Director, M&E	Profit+ (ACDI/VOCA)
Mwansa, Barnabas	Technical Policy Advisor	Zambia Rising (Save the Children)
Mwila, Chongo	Project Coordinator	YWCA
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Pavlovic , Alex	Chief of Party	Profit+ (ACDI/VOCA)
Phiri , Godfrey	Community Engagement Officer	Community Based Forest Management (CFP)
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Sinyangwe, Lottie	Technical Officer	Zambia Community HIV Prevention Project (ZCHPP)
Tembo, Loraine	Gender Program Manager	European Union
Vwalika , Dr. Cheswa	Chief of Party	Sexual and Reproductive Health for All Initiative (SARAI)
Zimba, Rosemary	Manager, Health Programs	Churches Health Association of Zambia (CHAZ)
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Banda, Annie	Chief of Party	World Vision
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Soko, Issac	Senior District Coordinator	Profit+
Kapwahwa, Rebecca and Ruth	Volunteer and Project Assistant	Chilanga Youth Awake

ANNEX 12. SCOPE OF WORK

Title: USAID/Zambia Mission-Wide Youth Assessment Scope of Work

Purpose:

Understand the context/status of Zambian youth (opportunities and vulnerabilities) and assess models/approaches for implementation of evidence-based programming for adolescents and young people aged 10-24 years (inclusively termed “youth” in this scope of work) to benefit program management and strategic directions for USAID/Zambia.

The Contractor will conduct a **Youth Assessment** to understand the extent to which youth services are provided in Zambia to achieve USAID goals/objectives. This Scope of Work (SOW) proposes a methodology containing relevant document review, key USG/stakeholder consultations, and Zambian youth focus group discussions and field visits. The assessment will provide findings on challenges and opportunities to support meaningful programming for youth throughout Zambia.

Objectives:

The objectives of the Assessment will be to create a report synthesizing document review (i.e. programmatic assessments/evaluations, data sets, grey literature), results of stakeholder consultations and in-depth discussions with youth. USAID/Zambia will use this report to:

Inform the 2017 Country Development Cooperation Strategy

Inform a Mission Youth Strategy (tentative)

Serve as a reference of evidence-based interventions/models/approaches to benefit current and future programming across the USAID/Zambia portfolio.

The Contractor will:

1. Perform a systematic desk review of critical documents related to youth in Zambia including Zambian government policies/strategies, USAID activity and program reports and other donor assessments;
2. Review USAID/Zambia’s current and past youth-related activities through reports as well as in-depth interviews with USAID staff and related stakeholders, the Government of the Republic of Zambia (GRZ), and implementing partners;
3. Conduct focus group discussions to better understand the most pressing issues and challenges for youth in Zambia;
4. Identify opportunities that maximize collaboration and impact for youth programming across the US Government (USG) and other stakeholders (donors/GRZ) by sector;
5. Provide specific recommendations to USAID/Zambia across sector and by technical office on opportunities for programmatic refinement and improvements; and
6. Identify new or underutilized strategic opportunities across youth programming in which USAID/Zambia should invest in the future.

This activity will be funded by USAID/Zambia, predominately with PEPFAR resources through the Health Office, with additional funds from the Education and Economic Development Offices.

SCOPE OF WORK: YouthPower Task Order 1

USAID/Zambia Mission-wide Youth Assessment (March 18, 2016)

I. IDENTIFICATION OF THE TECHNICAL ASSISTANCE

U.S. Agency for International Development (USAID)/Zambia seeks the services of a Contractor to conduct a **Mission-wide Youth Assessment** to review programming targeting youth and provide recommendations for USAID/Zambia strategic direction, Mission programmatic improvements/revisions, and to assess the evidence-based interventions most appropriate for the Zambian context. The results of this task will directly inform the Mission Country Development Cooperation Strategy (CDCS) for 2017-2022 and potentially a Mission Youth Strategy and will lead to improved, evidence-based programming for youth across the USAID/Zambia portfolio. Further, results of the assessment will aid

USAID/Zambia in aligning with the approach of Positive Youth Development, increasing youth assets and strengthening protective factors, rather than being limited to traditional reductions in risk factors/risk behaviors.

The Contractor will:

1. Perform a systematic desk review of critical documents related to youth in Zambia including Zambian government policies/strategies, USAID activity and program reports and other donor assessments;
2. Review USAID/Zambia's current and past youth-related activities through reports as well as in-depth interviews with USAID staff and related stakeholders, the Government of the Republic of Zambia (GRZ), and implementing partners;
3. Conduct focus group discussions to better understand the most pressing issues and challenges for youth in Zambia;
4. Identify opportunities that maximize collaboration and impact for youth programming across the US Government (USG) and other stakeholders (donors/GRZ) by sector;
5. Provide specific recommendations to USAID/Zambia across sector and by technical office on opportunities for programmatic refinement and improvements; and
6. Identify new or underutilized strategic opportunities across youth programming in which USAID/Zambia should invest in the future.

The Assessment will consider how programs are supporting positive youth development^{cxliii} methodologies including the support of youth “protective factors” (or positive influences) and developmental assets^{cxliv}.

Overall recommendations will consider challenges and opportunities for consideration for the wider USAID environment to support the holistic needs of Zambian youth and more meaningful engagement and leadership opportunities, with specific recommendations made for the technical offices. Recommendations will include evidence-informed, promising and best practices that USAID/Zambia should consider integrating in current/future programs to support high-quality, accessible and appropriate youth services contributing to the following examples of outcomes and impacts:

- Increase in youth educational attainment
- Increase the numbers of youth with appropriate skills to enter the workforce
- Decrease in adolescent pregnancy
- Decrease in HIV/AIDS incidence among youth
- Increase in youth retention and adherence in HIV/AIDS care, support, and treatment
- Strengthen programming for young key populations

This activity will be funded by USAID/Zambia, predominately with PEPFAR resources through the Health Office, and other USAID/Zambia sector offices including Education, Economic Development, Democracy and Governance, and Program.

II. BACKGROUND

Zambia has a total population of 15,066,266 with nearly 74 percent of its population under the age of 24^{cxlv}. Zambian youth experience serious challenges including high rates of unemployment, poor quality education and educational opportunities, high rates of HIV/AIDS (especially among adolescent girls and young women), gender inequality, increased vulnerability to gender-based violence (especially for women ages 15-24)^{cxlvi}, high rates of adolescent pregnancy, limited opportunities for civic engagement, and high rates of child marriage (especially in rural areas).^{cxlvii}

USAID/Zambia's current [Country Development Cooperation Strategy](#) (CDCS) goal of “inclusive prosperity for Zambians by 2030” describes the development objectives of the GRZ, (e.g. human capital and rural poverty as binding constraints to Zambia's progress), and emphasizes attention on rural development challenges. The Improved Human Capital development objective (DO3) is operationalized through two contributing intermediate results (IRs), IR 3.1, Educational Achievement in Reading Improved; and IR 3.2, Health Status Improved. Both IRs make specific note of the importance of engaging youth as a component of achieving the IRs.

USAID/Zambia's current CDCS expires in 2017. In preparation for the next five-year strategy period, USAID/Zambia requires a thorough analysis of the status of youth, youth policy and youth development in Zambia. This youth analysis will serve as the basis for decisions on strategic planning and future programming targeting or including youth in the 2017-2022 CDCS. Understanding the context of youth in Zambia will directly benefit development of the CDCS, with

emphasis in the areas of economic status, unemployment levels and impacts, vulnerability to health and other risks, prevalence and impact of female-headed households, to name a few.

GRZ revised its [National Youth Policy](#) (originally developed in 1994 and updated in 2006) in 2015^{exlviii}. The goals established for youth in this policy focus on the provision of an enabling environment to promote the rights and responsibilities of youth, leading to their participation in national development. The updated policy continues to seek the goals from the 2006 policy, targeting youth employment and youth representation, which remained largely unmet by 2015. The 2015 policy includes an Action Plan for Youth Empowerment and Employment^{exlix}, highlighting the government's priorities to tap into the potential of Zambian youth (defined as those individuals' ages 15-35 years old).

The goal of [USAID Youth in Development Policy](#) is to improve youth's capacities and enable their aspirations so they can contribute to and benefit from more stable, democratic and prosperous communities and nations. The Policy recognizes the need for countries to focus their youth programming based on the cultural, epidemiologic, and context-specific circumstances of their countries. The policy maintains the need to consider more integrated and cross-sectoral programming to meet the holistic needs of youth and recognizes that USAID youth programs likely engage a broad cohort of youth ages 10-29, dependent on the specific needs of the youth development sector engaging and targeting youth.

USAID/Zambia's health, education, economic development, and democracy and governance portfolio's reflect the significant role of youth in development activities. There are currently two active PEPFAR initiatives in Zambia: Determined, Resilient, Empowered, AIDS-free, Mentored, and Safe women (DREAMS), Accelerating Children's HIV/AIDS Treatment (ACT). The US Government's Saving Mothers, Giving Life (SMGL) and Feed the Future Initiatives are also active in Zambia. The mission also supports the Young African Leaders Initiative (YALI) and fulfills the PEPFAR Orphans and Vulnerable Children (OVC) programming requirements.

Health

In Zambia, approximately 54.4 percent of females had sexual intercourse by age 18, and an estimated 5.4 percent of that first sexual experience was forced or unwanted^{cl}. In total, 13.3 percent^{cli} of the population is living with HIV/AIDS, with adolescent girls and young women (AGYW) ages 15-24 disproportionately affected by HIV/AIDS in comparison to adolescent boys and young men of the same age. They exhibit higher prevalence relative to male counterparts: 4.8 percent vs. 4.1 percent among adolescents aged 15-19, and 11.2 percent vs. 7.3 percent among youth aged 20-24.^{clii} In urban areas, 21 percent of females ages 15-49 have HIV and 11.2 percent of females ages 20-24. Of females age 15-24, 65 percent have had an HIV test in Zambia and received their results compared to 42 percent of males. Additionally, a full 28.5 percent of girls and young women become pregnant by age 19 (20 percent in urban areas), evidencing high levels of unsafe sex practices and high risks of HIV infection. Among 19-year olds alone, 56 percent were or had been pregnant at the time of the Zambia DHS 2013-2014. An estimated 10 percent of adolescents 15-19 and 33 percent of 20-24 use modern contraceptive methods. While critical to better understand in terms of modes of HIV transmission, data on young women engaged in high-risk sex, young men who have sex with men (MSM), and young transgender persons, is unknown/very limited. Additionally, an estimated 1.3 million OVC in Zambia are infected with or at risk of HIV due to their increased vulnerabilities (this estimate used by GRZ only covers orphans as no size estimation of vulnerable children has been conducted).

The [DREAMS Initiative](#), a partnership between PEPFAR, the Gates Foundation, Girl Effect, and others, launched in ten countries in Sub-Saharan Africa including Zambia, recognizes the increased risk of HIV/AIDS vulnerability for adolescent girls and young women. DREAMS provides dedicated support and resources to support the most vulnerable adolescent girls and young women with targeted, evidence-based interventions to prevent HIV acquisition and transmission, increase HIV/AIDS diagnosis, and ensure linkage to care, support, and treatment services for those diagnosed with HIV/AIDS. In Zambia, target groups include: 1) vulnerable 10-14 year olds; 2) adolescent girls and young women aged 15-19 who are at risk of or engaged in high-risk sex (including transactional or intergenerational sex); 3) young women aged 20-24 in high-risk relationships; and 4) male partners of DREAMS participants.

The DREAMS core package incorporates interventions to support social protection, improved parenting, school-based prevention, community mobilization, social asset building, biomedical provision, gender-based violence support, and family planning/reproductive health services. The initiative is in the initial stages of roll-out in Zambia and will be implemented through a range of USAID and the Center's for Disease Control and Prevention (CDC) partners as well as Peace Corps. While some evidence-based interventions identified by the DREAMS Initiative may be implemented more broadly throughout Zambia, DREAMS funding is concentrated in specific "DREAMS Zones" in three districts in two provinces.

The [Accelerating Children's HIV/AIDS Treatment \(ACT\) Initiative](#), a partnership between PEPFAR and the Children's Investment Fund Foundation (CIFF), is a two-year effort to double the number of children receiving life-saving antiretroviral treatment (ART) in sub-Saharan Africa. In Zambia, one of nine countries implementing ACT, activities aim to reach 98,000 children (ages 0-14) and 14,700 young people (ages 15-19) by September 2016. As part of program implementation, programs implemented under ACT consider how to effectively reach youth living with HIV/AIDS and strengthen retention and adherence to care, support, and treatment. According to recent modeling, an estimated 80,000 adolescents (defined as young people aged 10-19) are living with HIV^{cliii} in Zambia.

USAID/Zambia, alongside CDC/Zambia, is integrally involved in implementing [the Saving Mothers, Giving Life \(SMGL\) Initiative](#). The SMGL model employs a health systems approach at the district level to ensure that every pregnant woman has access to clean, safe and appropriate delivery services and, in the event of an obstetric/newborn complication, life-saving emergency care within two hours. Recognizing the high numbers of women who become pregnant as youth, youth remain an important cohort in the implementation of this initiative.

Young African Leaders Initiative (YALI)

[YALI](#) was launched by President Obama in 2010 to support the next generation of African leaders as they advance Africa's growth and prosperity, strengthen democratic governance, and enhance peace and security across the continent. The Mandela Washington Fellows program launched as part of YALI brings 500 dynamic young African leaders, ages 25-35, from across the continent to the United States for leadership training and mentoring in business and entrepreneurship, civic engagement and public administration. Forty-two young Zambians were selected to participate in the fellowship in 2014 (21 fellows) and 2015 (21 fellows). USAID is working collaboratively with GRZ to provide additional opportunities and internships for additional young Zambian leaders.

This activity will be funded by PEPFAR through USAID/Zambia and USAID/Zambia sector offices that manage youth activities: Education, Economic Development, Democracy and Governance, and Program Office.

Education office

While the USAID Education office focuses on primary school aged children, current and previous activities have benefited Zambian youth. Currently the office supports the enrollment of 1,000,000 students in primary school, provides scholarships for over 42,000 orphaned and vulnerable children, supports water and sanitation projects for access to improved drinking water and sanitation facilities, and reaches children and youth with HIV prevention interventions as well as HIV testing and counseling services.

Economic Development, Food Security and Climate Change

In Zambia, 69 percent of women and 71 percent of men age 15-19 are engaged in agricultural employment, making this sector a key entry point to accessing young people. Through various projects, this office works to reduce poverty and chronic under-nutrition among children, youth and families by balancing the need for improved agriculture, nutrition, health and incomes to build more resilient families and communities. All programs target those between 18-55 years, allowing youth to be well-positioned for activities in private sector capacity building, market linkages, community behavior change, natural resource management, sustainable agriculture, etc. that will play a significant role in the economic viability of the country.

Democracy and Governance office

Under the purview of the Democracy and Governance office, USAID promotes productive civic engagement by youth. USAID supports local civil society to increase youth participation and catalyze demand for improved public service delivery. The office also works to productively engage youth throughout the electoral process through voter and civic education campaigns to encourage youth participation and promotion of female representation at lower and national levels for upcoming elections (August, 2016).

Program Office

The USAID Program office primarily focuses on the needs of young professionals in Zambia, defined as 25-35 year olds, and support for cross-sector programmatic issues to strengthen the inclusion and understanding of youth in Zambia. In 2014, the office led the Youth Map process under the International Youth Foundation, yielding needed information on the Zambian youth context. Current activities include promotion of internships in project design and

contracting, age disaggregation during data collection, and support to the President Obama's Mandela Washington Fellows Program.

For the purpose of this assessment, "youth" will be considered age 10-24. This age cohort was chosen as it aligns with many of the definitions of youth, particularly in relation to education, employment, and relationships. Looking at the 2013-2014 Zambian Demographic Health Survey (ZDHS), of women currently 25-29 years, 84.7 percent were married and 88.9 have begun childbearing by age 25. By age 24, 43.4 percent have entered the formal or informal work force. For men currently 25-29 years, 54.1 percent were married by age 25, and by age 24, 74.3 percent have entered the workforce.

III. METHODOLOGY

The assessment team ("Team") will become familiar with the specific USAID and USG initiatives implemented in Zambia in which targeted youth programming is present. The assessment will document current challenges and opportunities for future engagement by USAID/Zambia. The Contractor will actively engage youth as constructive collaborators and contributors throughout the USAID/Zambia Youth Assessment. To the extent possible, deliverables should disaggregate by gender and three age categories: 10-14, 15-19, and 20-24.

The Team will consider the following questions to inform the assessment:

USAID programs:

- Which priority groups of youth are currently targeted by the programs implemented by USAID/USG? What challenges and opportunities exist?
- How can USAID/Zambia meaningfully engage youth throughout mission activities (from design to implementation)?
- To what extent do the youth projects integrate a focus on gender?
- To what extent do USAID/Zambia programs generate employment and/or employment skills for youth? In what sectors? What challenges and opportunities exist?
- How do USAID/Zambia programs integrate positive youth development approaches (including supporting the strengthening of protective factors)? How are these protective factors measured over the course of program implementation?
- How can USAID/Zambia best support collaboration across the USAID youth portfolio to support the holistic needs of youth?

Youth context and needs:

- What are the most important youth issues in Zambia? Who is addressing these issues? How well placed is USAID to address these issues? What challenges/opportunities exist?
- What are the most important contextual aspects of Zambia affecting those 10-24 years old? I.e. economic constraints/opportunities, employment, vulnerabilities (health, other), female-headed households, etc.
- Who are the current key players in youth programming in Zambia? How do they contribute to the portfolio of youth programming?
- How does coordination and collaboration between USAID/Zambia and other stakeholders occur? How can this collaboration be improved?
- What is USAID's comparative advantage in supporting GRZ priorities for youth?
- What are global evidence challenges in youth programming? Where is USAID/Zambia best aligned to meet these gaps?
- How can USAID/Zambia provide support to the implementation of the National Youth Policy and elevating the importance of supporting youth as part of the national agenda?
- What opportunities exist for collaboration/cooperation with the private sector?
- Regarding job opportunities and capacity building/on the job/vocation training, what sectors are youth most interested in and why? Where are the opportunities? Where are the challenges? What are barriers to obtain jobs and/or job training?

Systematic Desk Review

Limited previous attention has been given to understanding the context and identifying the specific needs of this population in Zambia. Of specific interest/need is greater attention to the key challenges, barriers, and opportunities for

reaching this target group and attention will be paid to evidence-based approaches/interventions effectively reaching this target group. The compilation of documents will help to identify challenges and inform programmatic recommendations for mission consideration, and will guide data collection and analysis. The Contractor will complete a systematic desk review from previous (approximately from the past five years), current USAID/Zambia, and other stakeholder and donor work plans, assessments and evaluations integrating or dedicated to youth programming in Zambia. (See Annex 2 for more information on available reports.) The review will also include data sets (such as the 2013/14 Zambia DHS), peer review articles, and grey literature, as appropriate, related to youth in Zambia. The final report will also highlight the extent to which USG youth programming aligns with and has been responsive to the recommendations of the *Situation Assessment of the HIV Response among Young People in Zambia* (2011).

Key Stakeholder Consultations and Focus Group Discussions

USAID/Zambia will provide the Team with an initial list of people to interview that will range from USAID staff to implementing partners to local stakeholders (see examples below). Non-USG interviews/discussions will focus on external perceptions of USAID's youth programming; challenges and recommendations as well as describing the current status of youth in Zambia. The Team may add additional key persons to be included in the list as appropriate. The Team should develop data collection and evaluation tools to ensure a consistent approach to interviewing the various stakeholder groups. In addition, the Team will have discussions with the in-country point of contact to check in on progress of deliverables every other week (at minimum). Consultations will take place with the following:

- USAID/USG Zambia (Front Office, CORs/AORs, Team Leads, Division Chiefs, Office Directors, Technical Advisors)
- Implementing Partners
- Country Stakeholders (i.e., GRZ, donors, youth-led organizations, etc.)

Focus groups discussions (FGDs) of youth (former and current USAID/USG project beneficiaries over 18 year old) will be conducted as an integral part of understanding the context of youth needs in Zambia, the perceptions of access to services and unmet needs, as well as challenges and opportunities. The Team will go into the field to conduct these discussions, which will take place in at least four provinces in Zambia (with a minimum of two per province). FGD's should focus on the diversity of needs of youth such as urban/rural, in/out of school, married/single, etc.

IV. PERIOD OF PERFORMANCE

This activity will begin in March/April 2016, and while draft findings and recommendations will be available sooner, the final Youth Portfolio Review report will be submitted to USAID/Zambia by the end of August 2016.

V. TEAM

The professional and administrative requirements for the performance of this SOW include a **Team Lead** with the following qualifications:

- At least 10 years professional experience as a technical advisor and/or project design Team lead, responsible for assessing and designing projects related to youth health, education, economic development, and democracy and governance. Must have at least five years of experience in an area related to public health/development. Technical expertise and international/regional experience in positive youth development and youth engagement practices is preferred.
- Excellent writing abilities are a must.
- Excellent facilitation abilities and inter-personal skills. Ability to elicit knowledge and opinions and shape it into a cohesive review document.
- Experience with and knowledge of Zambia's health, education, economic, and political context a plus.

The team must include one to three **subject matter experts** to serve on the team. Together, this group will have demonstrated expertise covering youth, health/HIV, and workforce development. One of these staff may also be tasked with logistics and administrative oversight for the assessment. Requirements include:

- At least seven years professional experience in international development in Zambia, including direct experience working with government, the private sector, implementing partners. Experience must include five years working in youth programming;
- Experience working with youth;

- Excellent analytical skills;
- Ability to establish positive rapport with in-country partners and stakeholders of all backgrounds;
- Proficiency in English language. Knowledge of local languages a plus;
- Superb organizational skills and attention to detail.

The remaining team composition should be determined by the contractor, in line with the needs of the SOW. The assessment may also require one **Technical Writer**. Requirements for this position include:

- At least two years professional experience in technical writing in Zambia.
- Familiarity with and/or experience working in qualitative data collection.
- Excellent analytical skills;
- Proficiency in English language;
- Superb organizational skills and attention to detail.

In addition to the above team members, USAID strongly encourages the use of young Zambians to serve as members of the Team as qualitative data collectors (key stakeholder interviews and focus group discussions).

VI. DELIVERABLES

1. Draft Outline

The Team will submit a detailed outline of the proposed report prior to arriving in Zambia. USAID/Zambia will provide approval of overall approach within one week of submission, with ability for team to refine the outline over the course of data collection.

2. Systematic Desk Review, Key Stakeholder Consultations, and Focus Group Discussions

The Team will conduct qualitative data analysis (systematic desk review, key stakeholder consultations, and focus group discussions) based on the schedule and interviewee list finalized at the Team planning meeting. *(USAID/Zambia will assist in establishing the agenda including meetings with USAID/USG Zambia staff, local stakeholders, and focus groups)*. The information from the analysis, interviews, and focus groups will inform the majority of the report.

3. Mission Debriefs

The Team will present the initial data analysis/preliminary major findings of the review in a 1-2 hour PowerPoint presentation to the Mission staff and leadership for feedback prior to departing Zambia. The Team will consider USAID's comments and incorporate them into the report as appropriate. After the final report has been submitted, the Team will present a final debrief to the Mission (virtual).

4. Draft Report

The draft report is due to USAID/Zambia within five weeks of the Teams' departure from Zambia. USAID/Zambia staff will review and provide comments to the Team within 10 working days of receiving the draft report and the Team will integrate comments within 10 working days of receipt. USAID/Zambia will provide a second round of comments on the draft final report within ten working days for integration into the final report.

5. Final Report

The final documents should be written with a forward-looking take on recommendations for USAID/Zambia programming with consideration of challenges and opportunities for future USAID/Zambia supported activities. The report should be written to address the following questions:

- What is the overall status/situation of youth in Zambia (population size, education, health, employment, civic engagement, social support, etc.)?
- What is the overall Zambian government policy/strategy toward youth?
- What are the challenges in services, policy, etc., determined to be most serious by youth themselves?
- What types of interventions do youth see as most useful for their development?
- Who are the key players in youth development in Zambia and what are their comparative advantages in youth programming (both domestic and international donors/organizations)?

- What areas under USAID/Zambia's current CDCS that support youth development are still necessary for Zambia to reach its Vision 2030? What should change for the next CDCS? How can USAID strategically focus its youth programming to support Zambia to reach its Vision 2030? Include a specific section on employment and youth training/capacity building.
- How can USAID strategically focus its youth programming to support Zambia to address SDGs for those that are most applicable to youth in Zambia?
- Where are there challenges in USAID program implementation in youth development?
- How have USAID programs aligned with the UN Situation Assessment of the HIV Response among Young People in Zambia?
- What conclusions and recommendations can be made based upon the findings of the assessment?
- What sector-specific recommendations should USAID/Zambia take into account for future project designs as well as current project implementation?

The final report will be due within 14 calendar days of receiving USAID/Zambia's second round of comments. The reports should not exceed 30 pages including footnotes and bibliography citing data and information used in the portfolio review, and with an executive summary of no more than 4 pages. The report shall be submitted both electronically in Microsoft Word and Adobe PDF and in hard copy (five copies). The report will be broken down into the following approximate page lengths: five page summary of desk review, five pages on focus group discussions, five pages on consultations, two page synopsis for each technical office with sector-specific recommendations for programmatic implementation, five pages on challenges and recommendations. A virtual debrief meeting based on the findings of the assessment will take place following the submission of the final report.

VII. RELATIONSHIPS AND RESPONSIBILITIES - USAID/Zambia

Erin Berghammer, Youth Advisor, will act as in-country focal person for the assignment. The Assessment Team is expected to arrange logistics and schedules. However, USAID/Zambia will assist with key informant interviews and meetings with USAID staff and implementing partners as needed.

ANNEX 13. END NOTES

¹ For the purpose of this assessment, the word “youth” is defined by USAID as those aged 10-24 (SOW). The UN system uses the age range of 15-24 and the GRZ 2015 National Youth Policy uses the age range 15-35

² Current CDCS development objectives are: (1) enabling governance environment improved, (2) rural poverty reduced in targeted areas, and (3) human capital improved. Health is the key sector targeted by the CDCS, consuming 85 percent of the entire Mission budget, 74 percent of which is derived from PEPFAR funds.

³ GRZ. Vision 2030: A Prosperous Middle Income Country by 2030. (Lusaka: Dec. 2006).

⁴ Ministry of Finance, National Planning Department (Lusaka: 2014)

⁵ USAID, Youth in Development Policy, October 2012.

⁶ Ministry of Youth and Sports, National Youth Policy, August 2015.

⁷ The excellent USAID-funded Youth Map of Zambia (USAID/IPSOS/IYF, May 2014) was completed just two years ago. Most of the findings and statistics in that document remain valid and some are included in Annex 1. This Assessment builds on and tries to avoid repeating what is already easily available to the Mission in that document but in some cases recommendations in the Youth Map that remain valid and relevant to this assessment have been noted in the text.

⁸ Zambia 2010 Census.

⁹ Zambia Demographic Health Survey, 2013-14.

¹⁰ YALI was established in 2010 after President Obama convened the President’s Forum with Young African Leaders. Since then YALI has grown in Zambia to about 9,000 members in 87 leadership development clubs in tertiary and secondary-level institutions. It has attracted support from the National Democratic Institute, UNDP, DfID, UNESCO and others.

¹¹ International Fund for Agricultural Development (IFAD), 2014.

¹² CIA World Fact Book, 2013

¹³ IFAD, *op. cit.*

¹⁴ The economic downturn has been rapid. Note the wide disparity with the AfDB/OECD/UNDP joint 2015 African Economic Outlook statement; “Zambia’s economy remains strong with growth expected to increase above 6% in 2015/16 after a decline in GDP growth from 6.7% in 2013 to 5.7% [in 2014] due mainly to waning copper production. Inflation is expected to fall below 7.0% by 2017.”

¹⁵ IMF Zambia Watch, March 28, 2016

¹⁶ United Nations Zambia, The Condition of Young People in Zambia (July 2013), p. 12.

¹⁷ On April 16, 2016 over 250 people were arrested and two people were burned alive in xenophobic riots in Lusaka (BBC News) while the US Embassy recently issued a travel advisory about rising crime rates. Some youth in FGDs expressed alarm at growing urban gang violence.

¹⁸ Zambia 2014 DHS, p. 67.

¹⁹ Youth Map, *op. cit.* and Zambia Rising OVC Project, Save the Children.

²⁰ Elder, Sara. What does NEETs mean and why is the concept so easily misinterpreted? ILO, 2015. Based on youth STATs database, www.ilo.org/ilostat.

²¹ Youth Map *Ibid.*, p 1 as quoted from Zambia Institute for Policy Analysis and Research, *Policy Brief: Constraints on the Demand for Youth Labor*, (Lusaka: 2013).

²² Interview with Systems for Better Health, April 29, 2016.

²³ Female youth, Livingstone, 20 May 2016.

²⁴ Female youth, Lusaka, 11 May 2016

^[i] Female youth, Lusaka, 11 May 2016

²⁵ Female youth, Lusaka, 12 May 2016

²⁶ 2010. Zambian National Census
<http://www.zamstats.gov.zm/report/Census/2010/National/2010%20Census%20of%20Population%20National%20Analytical%20Report.pdf>

²⁷ Implementers, Chipata, 26 May 2016

²⁸ Female youth, Chipata, 25 May 2016

²⁹ Female youth, Lusaka, 11 May 2016

³⁰ Implementer, Chipata, 26 May 2016

³¹ Implementer, Mazabuka 23 May 2016

³² Implementer, Kabwe, 16 May 2016

³³ Implementer, Kabwe, 16 May 2016

³⁴ Male youth, Lusaka, 20 May 2016

³⁵ Youth, Kitwe, 19 May 2016

³⁶ In depth interview, Chipata, 26 May 2016

³⁷ Male youth, Chipata, 25 May 2016

³⁸ Female youth, Lusaka, 11 May

³⁹ Female youth, Livingstone, 20 May 2016

⁴⁰ Implementer, Mazabuka, 24 May 2016

⁴¹ Male youth, Lusaka, 12 May 2016

⁴² Implementer, Lusaka, 13 May 2016

⁴³ (Female youth, Livingstone, 20 May

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- ⁴⁴ Male youth, Kabwe, 16 May 2016
- ⁴⁵ Male youth, Kabwe, 16 May 2016
- ⁴⁶ Female youth, Livingstone, 20 May
- ⁴⁷ Implementer, Livingstone, 23 May 2016)
- ⁴⁸ Female youth, Livingstone, 20 May
- ⁴⁹ In-depth interview, Chipata, 26 May 2016
- ⁵⁰ Implementer, Chipata, 26 May 2016
- ⁵¹ Female youth, Kapiri Mposhi, 17 May 2016
- ⁵² Implementer, Kapiri Mposhi, 17 May 2016
- ⁵³ Female youth, Kabwe, 16 May 2016
- ⁵⁴ Female youth, Kabwe, 16 May 2016
- ⁵⁵ Implementers, Livingstone, 23 May 2016
- ⁵⁶ World Bank Economic Brief of Zambia, 2013.
- ⁵⁷ Unicef, State of the World's Children, 2015.
- ⁵⁸ A recent survey found that rural youth in Zambia were more entrepreneurial than older people (<http://www.ifpri.org/gfpr/2012/employment-agriculture>) and the Population Council has noted more openness of youth toward gender equality.
- ⁵⁹ Vision 2030 (Lusaka: GRZ, December 2010).
- ⁶⁰ Vision 2030, op. cit.
- ⁶¹ See AfDB, *Skills Development and Entrepreneurship Project: Support to Women and Youth, Project Appraisal Report* (Sept. 2015). Of the \$30 million, about two-thirds will be spent on civil works to construct urban factory shells to accommodate new industries while the balance will support cassava production and processing and provide TA to the CEEC. Despite the project title, there are no youth-explicit results indicators, the baseline survey is to be disaggregated by sex but not age and there is just one gender-specific indicator (number of women engaged in the production of gari (cassava)).
- ⁶² As confirmed by the CEEC Business and Corporate Manager, interview on May 10, 2016.
- ⁶³ GRZ, Ministry of Gender and Child Development, Strategic Plan 2014-2016.
<http://www.mgcd.gov.zm/images/publications/MGCD%20eStrategic%20Plan%202014%202016.pdf>
- ⁶⁴ See Annex 2 where this quotation is placed in context.
- ⁶⁵ Putting Young People at the Heart of Development: DfID's Youth Agenda (London: DfID, 2016).
- ⁶⁶ Interview at DfID office, April 29, 2016.
- ⁶⁷ Camp GLOW (Girls Leading Our World) is a Peace Corps leadership camp model which is replicated worldwide. Camps vary in specific objectives, but all have general goals related to health or HIV education, gender equality, and

provide young people with the opportunity to discover their own strengths, build a network of peer support, and explore their options for the future.

⁶⁸ The assessment team met with the first four ministries listed here plus the Ministry of Chiefs and Traditional Affairs, the Ministry of Commerce and the Ministry of Labour.

⁶⁹ This was pointed out during meetings with the ILO, the Population Council and USAID as well as by the MoYS.

⁷⁰ These definitions of assets and agency are drawn from an unpublished internal draft working document and are under review and being refined.

⁷¹ This JASZ is currently being updated. The Sector Advisory Groups meet quarterly to review inter-sectoral resource allocations and try to ensure alignment between resources and the objectives of the R-SNDP. During the 2011-15 period there was no Sector Advisory Group on youth.

⁷² This was noted in meetings with the EU, the Population Council and the ILO as well as the Ministry itself.

⁷³ Peter C. Scales, Maura Shramko, Kim Ashburn. Developmental Assets and Sexual and Reproductive Health among 10-14 Year Olds in Northern Uganda. *International Journal of Child, Youth and Family Studies* (2016) 7(1): 45-64 [https://journals.uvic.ca/index.php/ijcyfs/article/view/15416]

⁷⁴ UNICEF helped the MoE to develop supplementary life skills materials for learners and teachers. “In 2007, the Curriculum Development Centre produced and distributed a complete set of life skills resources for grades 1 to 7. The process of developing teachers’ guides and pupils’ books for the upper basic level (grades 8 and 9) was completed in 2009. In the implementation of the Life Skills Education (LSE), a realization was made that HIV and AIDS interventions within MoE by various directorates was not well coordinated. UNICEF supported the formation of a LSE coordination committee. The multi-sectoral committee is comprised of MoE directorates (human resources, standards & curriculum, teacher education, and specialized services-guidance and counselling), other ministries with a youth mandate, representatives of civil society organizations with HIV and LSE expertise, and the National AIDS Council. UNICEF with UNESCO and UNFPA supported MoE to develop a life skills framework to guide life skills provision in educational institutions and non-formal settings. The life skills framework, though developed in line with the existing curriculum, has provided additional information on age appropriate and gender sensitive learning outcomes for all levels from early childhood development (ECD) to high school. This has also set standards for assessment for key outcomes at each level.” UNICEF Zambia, Fact Sheet, Life Skills, 2015.

⁷⁵ <http://ppf-mz.org/english/index.php>

⁷⁶ <https://blog.usaid.gov/2012/12/giving-youth-a-real-voice-in-development/>

⁷⁷ Safe Schools Final Report. 2008. [http://yxejrdwddwrt.nova.devtechsys.com/images/eyd/safe-schools-final-report.pdf].

⁷⁸ Institute for Reproductive Health (IRP) and Save the Children. <http://irh.org/projects/real-fathers-initiative/> and the GREAT Endline Project Report (IRP: Jan. 2016), http://irh.org/wp-content/uploads/2016/02/GREAT_Project_Endline_Report_GREAT-19FEB2016.pdf.

⁷⁹ The Peace Corps, International Youth Foundation, Restless Development and other organizations have used this approach. Evidence about the impact of these initiatives on urban migration is scant but such initiatives certainly improve the quality of life for rural youth, thereby fostering a more positive enabling environment.

⁸⁰ The International Growth Center Working Paper on Employment (2010) noted “the skills challenge between labor and employers with a lack of skilled employees driving up ... costs”, noting a mismatch between needed job skills and those provided by TVETs.

⁸¹ See example in South Africa for more information on potential models. Other similar programs exist in Ghana and Kenya. <http://www.iccp.org/wp-content/uploads/2014/02/131115-South-Africa-case-profile-final.pdf>

⁸² Interview with Chief Social Welfare Officer, Ministry of Community Development, May 9, 2016.

⁸³ The latest labor force survey is from 2014 and indicates there is high demand for vocational skills and shortages in some areas (including construction) while as of 2014 most TVET schools were offering business degrees for the formal sector rather than technical and vocational training. Interview, Zambia Labor Commissioner, April 29, 2016.

⁸⁴ Action Plan for Youth Employment and Empowerment, (Lusaka: August 2015), pp. 5-6.

⁸⁵ The World Bank (2012) meta-analysis (as quoted in the USAID/E3: ED State of the Field Report Evidence on Youth Workforce Development, 2014) that reviewed approaches to young workers concluded that programs that were designed to integrate on-the-job training, life skills training, classroom components and counseling have proved more effective than stand-alone initiatives.

⁸⁶ Walker, Gary A., et. al. Liberia Youth Fragility Assessment (USAID: JBS International, April 2009).

⁸⁷ See for example, Walker, Gary A. and Brighenti, John. USAID Haiti Local Enterprise for Value Chain Enhancement (L.EVE) Mid-Term Evaluation. (RTI International: March 2016).

⁸⁸ One tool that USAID could adapt and apply is its Organizational Capacity Assessment Tool (OCAT) to pinpoint areas for MSME strengthening that could generate growth and youth employment. Well-targeted technical assistance can then help strengthen MSMEs to grow more rapidly, increasing their capacity to create jobs for youth.

⁸⁹ USAID already supports internship opportunities, for example, with the YWCA and Ministry of Gender. These opportunities could be expanded into private businesses.

⁹⁰ The Better Life Alliance targets farm households, thus ensuring that women benefit; the CFP is based on communities as a whole and MAWA also uses a household approach.

⁹¹ These include YWCA, ZCHPP and STOP GBV.

⁹² USAID, Youth in Development Policy, October 2012.

⁹³ Ministry of Youth and Sports, National Youth Policy, August 2015.

⁹⁴ Youth Power Learning is developing a toolkit for PYD measurement and will include illustrative indicators.

⁹⁵ The need for more attention to young men and boys was stressed by the YWCA, DfID, the Ministry of Gender, the ZCHPP project team and the Population Council, the latter basing its recommendation on data collected on 86,000 households in Zambia. The YWCA cited the Ministry's "Good Husbands Campaign" and "Boyz to Men" project as models.

⁹⁶ "Recent analysis has shown that gender-integrated, household approaches to behavior change are critical to bringing about lasting change in gender relationships" (Abt Associates 2015) as quoted in Mozambique Agricultural Value Chain Analysis (USAID: LEO Report #31), p. 12.

⁹⁷ One strength of PYD approaches is that it helps to identify and build upon the assets of all young people. It thus helps mitigate some of the potential negative consequences of singling out particular groups that are already subject to marginalization and stigmatization

⁹⁸ Statistic provided in interview with USAID Health Office, April 26, 2016.

⁹⁹ The STOP GBV project teams urged this as did the National AIDS Council and the MCDMCH.

¹⁰⁰ The Zambia 2000 and 2010 censuses both use the one percent figure.

¹⁰¹ This issue was raised in interviews with GIZ, SIDA, the EU and the Population Council.

¹⁰² An inadequate number of effective youth-led local organizations were cited as a constraint to effective youth outreach during interviews with GIZ, the Ministry of Health and the NGO African Directions.

¹⁰³ CHAZ (the second largest health care provider after the GRZ), YWCA, Zambia Rising, the three Stop GBV projects' staff and the representative interviewed from the Ministry of Chiefs and Traditional Affairs all independently urged this.

¹⁰⁴ The DREAMS project, among others, is already reaching out to religious and traditional leaders as well as to young men to challenge destructive gender stereotypes and behavior while helping girls and young women to prevent being infected with HIV.

¹⁰⁵ However, note that Peace Corps teachers have observed that Zambian teachers are resistant to life skills being taught within schools since they are supplemental to the core curriculum and many teachers apparently do not understand the value of the learning associated with this area.

¹⁰⁶ See FAO, *Exploring Opportunities and Constraints for Young Agro-entrepreneurs in Africa* (2014).

^{cvi} This focus group discussion exercise was reviewed by ICRW's Institutional Review Board (IRB), which determined that this activity is exempt from the IRB.

^{cvi} The Belmont Report: ethical principles and guidelines for the protection of human subjects of research. The National Commission for the Protection of Human Subjects of Biomedical and Behavioural Research, 1978.

^{cix} Male youth, Lusaka, 11 May 2016.

^{cx} Interview, Kabwe, 17 May 2016.

^{cx} Male youth, Kabwe, 17 May 2016.

^{cxi} Implementer, Livingstone, 23 May 2016

^{cxi} Implementer, Livingstone, 23 May 2016

^{cxi} Female youth, Kapiri Mposhi, 17 May 2016)

^{cxi} Female youth, Kapiri Mposhi, 17 May 2016

^{cxi} Female youth, Livingstone, 20 May 2016

^{cxi} Female youth, Chipata, 25 May 2016

^{cxi} Female youth, Kapiri Mposhi, 17 May 2016

^{cxi} Implementer, Livingstone, 23 May 2016

^{cxi} Female youth, Livingstone, 20 May 2016

^{cxi} Female youth, Livingstone, 20 May 2016

^{cxi} Female youth, Lusaka, 11 May 2016

^{cxi} Implementer, Kapiri Mposhi, 17 May 2016

^{cxi} Youth, Petauke, 26 May 2016

^{cxi} Implementer, Kitwe, 19 May 2016

^{cxi} Male youth, Lusaka, 12 May 2016)

^{cxi} Youth, Mazabuka, 23 May 2016

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- cxxviii Male youth, Livingstone, 23 May 2016
- cxxix Implementer, Kabwe, 16 May 2016
- cxix Youth, Kitwe, 19 May 2016
- cxxxi Female youth, Lusaka, 11 May
- cxixii Female youth, Kapiri Mposhi, 17 May 2016
- cxixiii Youth, Mazabuka, 23 May 2016
- cxixiv Implementer, Ndola, 18 May 2016
- cxixv Implementer, Mazabuka, 24 May 2016
- cxixvi Female youth, Lusaka, 11 May 2016)
- cxixvii Male youth, Ndola, 17 May 2016
- cxixviii Implementer, Lusaka 13 May 2016
- cxixix Implementer, Mazabuka, 24 May 2016
- cxl Implementer, Mazabuka, 24 May 2016
- cxli Female youth, Chipata, 25 May 2016
- cxlii Youth, Kitwe, 19 May 2016
- cxliii <http://www.acf.hhs.gov/programs/fysb/positive-youth-development>
- cxliv <http://www.search-institute.org/research/developmental-assets>
- cxlv US Census Database. <http://www.census.gov/population/international/data/idb/informationGateway.php> . Accessed July 27, 2015.
- cxlvi MEASURE Evaluation. Zambia Sexual Behaviour Survey 2009. <http://www.cpc.unc.edu/measure/publications/tr-10-73>
- cxlvii A more comprehensive assessment of the current environment for youth was performed in 2014 under USAID's YouthMap contract as implemented by the International Youth Foundation (IYF): International Youth Foundation. YouthMap Zambia: A Cross-Sector Analysis of Youth in Zambia. May 2014. <http://www.iyfnet.org/library/youthmap-zambia-cross-sector-analysis-youth-zambia>
- cxlviii Government of Zambia. National Youth Policy. Revised 2015. http://www.ilo.org/wcmsp5/groups/public/---africa/---ro-addis_ababa/---ilo-lusaka/documents/publication/wcms_395596.pdf
- cxlix Government of Zambia. Action Plan for Youth Empowerment and Employment. 2015. http://www.ilo.org/wcmsp5/groups/public/---africa/---ro-addis_ababa/---ilo-lusaka/documents/publication/wcms_395603.pdf
- cl Zambia DHS 2013/2014
- cli Zambia DHS 2013/2014

^{cli} Zambia DHS 2013/2014

^{cliii} UNICEF (2011). State of the World's Children. New York: United Nations Children's Fund.